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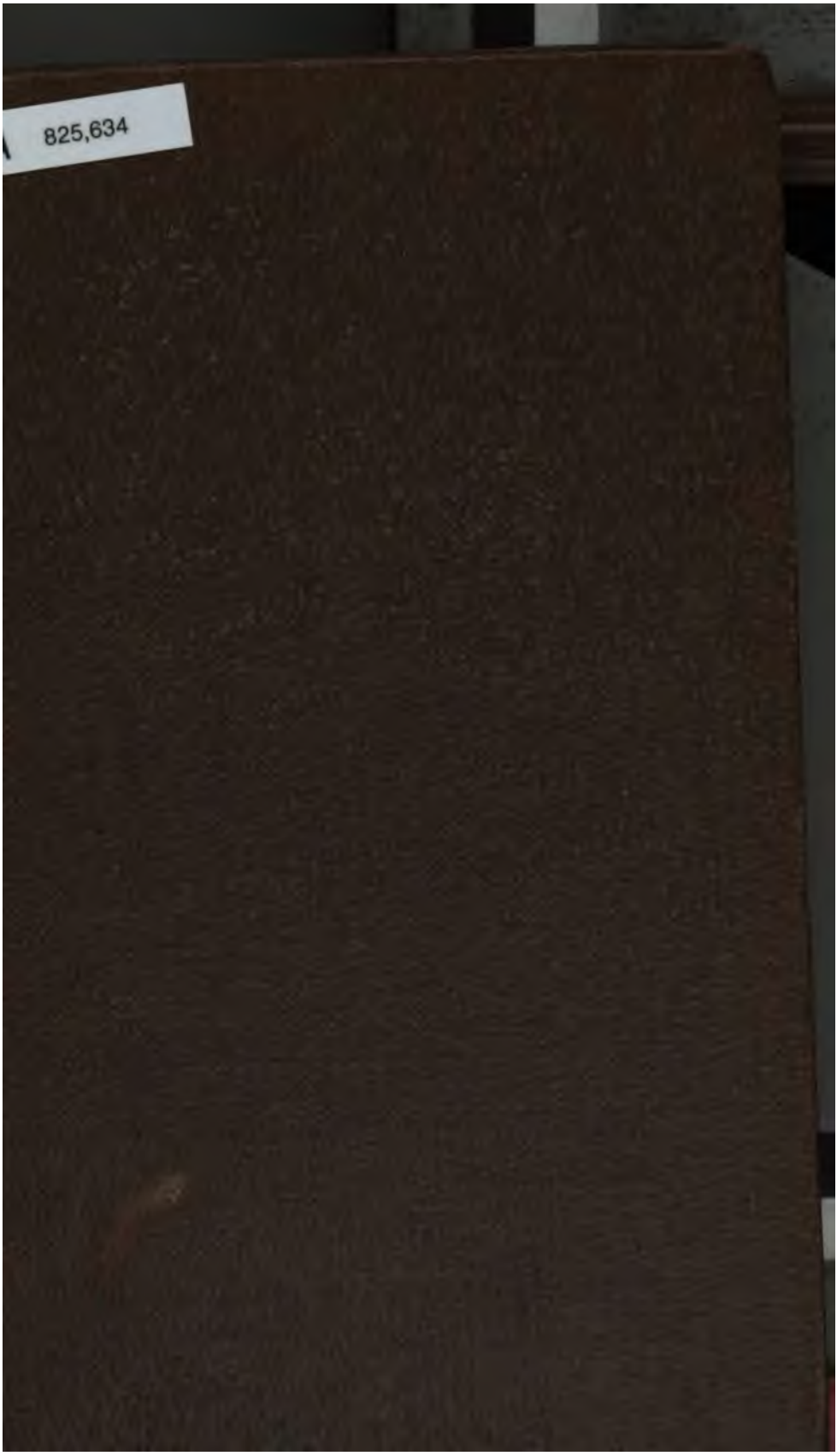
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MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION:

WITH

APPENDICES.

1846.

VOLUME THE SECOND.

LONDON:
PRINTED BY W. CLOWES AND SONS, STAMFORD STREET,
FOR HER MAJESTY'S STATIONERY OFFICE.
1847.

118942-190

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Privy Council Office, Whitehall,
January 30, 1847.

My Lords,

In accordance with the instructions contained in the letter of your Lordships' Secretary, of the 19th March last, I refrained from extending my second Report (chiefly on infant schools) to a survey of the British schools which I had then visited, and proceeded at once to complete my first circuit of inspection by visiting those, aided by Government, which are scattered through the south midland, southern, and south-western counties of England, and in South Wales. Having also confined my first Report, in accordance with earlier instructions, dated on the 13th of August, 1844, chiefly to the *economy* of the schools inspected during the latter part of that year, it is my present duty to submit to your Lordships, a general Report upon every school in England and Wales, which, at the date when my lists were made up, had received aid from Government, as being connected with or on the principles of the British and Foreign School Society. How imperfect would have been my data for such a Report at the close of 1844 (without the six months' experience in the early part of that year, to which the letter of the 13th August refers, in the case of inspectors appointed at an earlier date) will be sufficiently obvious by a reference to the accompanying Tables (IX.); and under the sense of their continued deficiency for the purpose of grave results, it was not without satisfaction that I received your Lordships' later instructions, which implied a direction to delay all further deductions until the completion of my first tour of inspection throughout South Britain. Nothing would have been more easy at any moment than to send in a Report illustrating assumed general principles by an array of striking facts; but I have felt assured, from the tenor of every communication with which I have been honoured, that your Lordships were desirous to receive from me only cautious conclusions drawn from a large experience.

A few months' experience enabled me to state in my earliest Report that, in a first tour of inspection, I should, while *en route*,

be enabled to visit only four per week of schools, so large, so widely dispersed, and demanding the collection of so much detail from so many parties, as those contained in my lists. An analysis of my diaries will show that this calculation has been precisely verified. The number of *aided* schools visited since the date of my last Report has been 81, of which 66 received grants direct from the Treasury, and 18 through the Committee of Council on Education; three having received aid in both methods. The total amount of the grants made to these schools was 13,035*l.* 10*s.*, being at the rate of 160*l.* 18*s.* 8*d.* per school; and the total expenditure upon them 48,162*l.* 14*s.* 9½*d.*, or 602*l.* 0*s.* 8*d.* on the average of each school; a scale both of grants and of expenditure closely approximating to that of the northern counties, and providing, to a yard, the same proportion of school space. This space, however, is divided into a greater number of rooms for boys, girls, and infants respectively; and the average space for play-yards and offices is nearly one-third larger. It appears, likewise, that the number of village schools, and of the smaller British schools, in which boys and girls are instructed by the same teachers in the same rooms, is rather larger in the south-western parts of the kingdom than elsewhere, owing to the smaller size of the towns and villages in which they are situated dictating a more economical arrangement. [*See* Tables I. to VII. (A.)]

It is difficult to draw a line of distinction as to the quality of premises generally so substantial; but the school-houses of New Windsor, Thame, Market Harborough, Ross, Ebley, Stroud, and Kingsbridge are, I think, the handsomest of those last visited; a list which ought, however, to have been prefaced by one of the Derby, Louth, Wisbeach, East Dereham, King's Lynn, Woodbridge, Bishop's Stortford, South Islington, Abbey-street Bethnal Green, and North London schools, in the more eastern counties; not forgetting the handsome edifice at St. Peter's Port, Guernsey. A prevailing defect is the want of an express place for hats and caps, which causes these articles either to disfigure the school-room near the master's desk, or to be slung round the boys' necks, and give occasion for a rude exercise in putting them on while in their places, instead of at the door. At Leicester they are kept on all day, however hot the weather. Sometimes the premises are altogether ill-contrived and mean, but such form an exception to the general rule of spaciousness and substantiality. The school-rooms are generally lofty, well lighted, and airy, except for an occasional want of upward ventilation. But a prevailing deficiency of warmth in winter is particularly felt in the rooms on the ground-floor, which are commonly appropriated to the boys, and usually have cold pavements of stone or brick, if they have not a lime-ash floor, worn to powder by the constant attrition of the children's feet. In few instances have they the silent and comfortable floors, which may be formed out of hexagonal blocks of wood, as recommended in the

Central Society's Manual. Generally the sole artificial source of warmth is one small open grate, or common stove, the radiation from which, during the cold season, is quite insufficient to keep the room at a comfortable temperature throughout.

Often ampler means are not provided, through a dread of running into the "expensive experiments" which have been tried with various effectin a number of schools under my inspection. But I am convinced that much of the excess of such expense, and its experimental character, equally arise from a confusion of the elements upon which self-acting ventilation and warming depend;—the former upon the unequal weight of two different columns of air, acting as through an inverted syphon, and the latter upon simple radiation;—for the more distinct they are kept, the more economically may they be applied. A want of ventilation will not be felt where there are, besides windows turning on swivel hinges, at least two ample openings to the external air close to the uppermost part of the ceiling, at opposite ends of the room; openings which, when all the others are closed in winter, will alternately serve the purposes of a "downcast" and an "upcast" shaft, as the miners would say, according to the direction of the wind. The mere respiration of the children will constantly send a portion of warm air to be emitted upward, and a stream of carbonic acid gas to be swept up mechanically by the fire, so as to compel the entrance of fresh supplies from the downcast opening, or any other which may exist. Such is very commonly the successful ventilation of the existing school-rooms; but while the one small open fire suffices to perform its part of the ventilation, it is quite insufficient to furnish an ample supply of artificial heat during the winter. To obtain this, I would recommend warm-water pipes round every school-room as the most economical means of getting a moderate radiation equally distributed throughout the whole space. This is a means which occasions the least possible consumption of fuel; and, if sufficiently powerful in the first instance, may be regulated without either danger, doubt, difficulty, or chance of disorder, by the mere drawing of a damper. With the addition of such warm-water apparatus and the provision of two proper upward openings, there are few of the existing school-rooms, which would not be perfect in regard to health and comfort, except those which have no ceiling, under bare slates, and are therefore, if low, both hot in summer and cold in winter beyond power of remedy, without the interposition of some kind of ceiling, which had better follow the form of the roof, to avoid reverberation; a very annoying accompaniment of most of the flat ceilings. A want not so readily supplied is that of more space for the exercise of the children, and apparatus to help them to every variety of muscular exertion.

Some of the school-houses are connected with places of worship, and the chief use of several of those hereafter classed as village schools, appears always to have been as Sunday-schools, while

those classed as Sunday-schools have never had any other application to an extent worthy of mention. The cases of the extinct schools are all instructive. That of Carne, near Narberth, shows the little prospect that exists of maintaining day-schools in remote parts of Wales without extraneous aid. That of Mount Charles, near St. Austell, shows that a village population even of Cornish miners, will, without such aid, maintain only very poor dame-schools, having no purpose but to keep the children "quiet." And those of St. Agnes and Great Torrington show how little prospect there is even of the middle classes, much less of the labouring, being able efficiently to manage co-operative institutions for the education of their own children. [Table IX. (G.)]

The two principal peculiarities presented by the Attendance Tables [I. to VII. (B.)] of the schools in these parts of the kingdom, are, the larger proportion of female attendance than in the north of England, and the fact which, on the whole, betokens a poorer district, that the custom of having boys and girls in the same room extends to schools of larger size than in the eastern and more populous parts of the realm. Another evidence of the greater relative poverty of the people is the smaller amount of their contributions towards the support of the schools in the shape of children's pence [Tables I. to VII. (C.)], while those derived from subscribers, though averaging one-fourth less than in the more eastern counties, are yet greater than in the richer manufacturing districts of the north; an evidence, though not conclusive, of the higher regard in which day schooling for the poor is held by the middle classes of the dispersed country towns, even in the poorest parts of the kingdom, than amidst the great manufacturing population of the north. Still, the poverty of the people tells severely on the income of the British schoolmaster, which averages 10*l.* per annum less here than in the north, and 15*l.* less than in the eastern and midland counties; and, in the same proportion, on the emoluments of the mistresses of the girls' schools; while the average for the teachers of both boys and girls in the same room is relatively a little advanced in the comparison, owing to this arrangement being here retained in larger schools than in the eastern counties, though not in larger than in the northern, where their remuneration averages a still higher sum. The infant-schools have not made that general progress in the southern and western counties which places them in a favourable aspect in my Tables; for at Leighton Buzzard and at Haverfordwest alone did I find Committees expressly exerting themselves liberally, strenuously, and in an enlightened course, on behalf of these important institutions; while of the 13 attached to British schools, only those at Ebley, Hitchin, and Louth can be mentioned in terms of commendation; and the two latter, with that of Leighton Buzzard, belong to the eastern counties.

I must, however, carefully guard against the application of these

general terms, which are employed with reference to the aided schools, to several of those to which my attention was invited, *en route*, by their several patrons. These were, in my most recent tours, the excellent village school of Ketteringham, supported by Sir J. P. Boileau, Bart.; the Mylor Bridge school, one of peculiar vigour, by Sir C. Lemon, Bart., M.P.; the Tiverton British Schools, on a remarkably liberal scale, and comprising an excellent infant-school, by John Heathcoat, Esq., M.P.; the Banbury British Schools, by a spirited body of shareholders; the Rickmansworth and Denham British Schools for boys, by John Hull, Esq., and his connexions; the Over Darwen schools, by Messrs. Shorrock; and the Hook Norton village school, by a limited committee, who have received a trifling grant for apparatus. I would beg permission, likewise, to include in this list the Buckhill village school, supported by the Marquess of Lansdowne, for the children of labourers on his lordship's estate, which I sought permission to visit, on learning, when at Devizes, of the valuable, though unostentatious, example which it sets to the surrounding country. The *aided* schools are the principal object of my Report, but I shall have repeated occasion to refer to valuable features in several of those now enumerated.

In the Appendix [Tables VIII. (A.) (B.) and (C.)] will be found a summary of totals and averages for the whole of the schools in England and Wales that were properly included in my lists; representing, first, the grants, cost, and accommodation; secondly, the children on the books, generally attending, and actually present; and, thirdly, the annual income and expenditure of each class of schools.

From Table VIII. (A), it will appear that the total number of schools thus aided is 246, of which 174 are British schools, not only in principle, but generally also in scale and organization. In a majority of cases these comprise separate schools for boys and girls under distinct committees, with infant-schools attached to them in 35 instances. There are 25 separate infant-schools; 29 village schools, on the principles of the British schools, but not on their usual scale and organization; 12 Sunday-schools, which were aided as day-schools, but are no longer used as such; and 6 instances of grants in aid of school buildings, which are not now used for any purposes of instruction whatever. Still the number of schools in operation in the 229 buildings which are used as day-schools, is no less than 370; being 137 for boys, 118 for girls, 56 for both in the same room, and 59 for infants. Of the total number of separate institutions, 178 received aid from the Treasury, previous to the formation of the Committee of Council on Education, and 80 since the formation of that department, including 12 which had already received assistance from the Treasury. The total of the sums paid by Government towards the erection

of these schools has been 43,184*l.*; being, on the average, 175*l.* 10*s.* 11*d.* for each school, while the total outlay upon the schools thus aided, in sites, buildings, and first fittings, amounts, in 246 cases, to no less than 159,419*l.* 6*s.* 1*d.*; being, on the average, 661*l.* 9*s.* 9*d.* for each school; so that the amount locally contributed approaches to three times the amount derived from Government, being 73·5 per cent. of the total outlay. The total area of the school sites of 242 schools, is 139,351 square yards, being, on an average, 576 square yards for each; but all that remains for play-grounds, approaches, and offices, after deducting the space occupied by the school buildings, is no more than 87,088 square yards, or 360 square yards to each school, which is not double the area occupied by the buildings. These 242 schools comprise 137 boys' school-rooms, averaging 150 square yards each: 118 girls' school-rooms, averaging 133 square yards each; 70 rooms for both boys and girls, averaging 117 square yards each, and 59 rooms for infants, averaging 112 square yards each; making a total school space, in the 242 schools, of 51,028 square yards, or 211 square yards per school.

To render the experience of these schools useful to parties henceforward undertaking the erection of such institutions, I have carefully distinguished in Table VIII. (A), those schools which have, from those which have not teachers' houses attached to them; the former being 37 British schools, 10 infant-schools, and 7 village schools, in all 54; a list of which will be found in the Appendix [Table VIII. (A)]. When it is borne in mind that the present ordinary scale of aid from Government is 10*s.* per child's space of six square feet in the school-rooms, and a proportion of the cost of teachers' houses, the following abstract, derived from the figures in Table VIII. (A), will be found to supply a safe scale by which to measure the cost of new undertakings. The excess in the cost of infant-schools, which form separate institutions, arises from every charge for site, conveyance, buildings, &c., being incurred for one school only. The village schools are very humble edifices, scarcely distinguishable from other cottages.

Cost of School Space for each Class of Schools, with and without Teachers' Houses, per Square Yard, per 6 Square Feet, and per Square Foot.

Classes of Schools.	Without Teachers' Houses.			With Teachers' Houses.		
	Per Square Yard.	Per 6 Feet Square.	Per Square Foot.	Per Square Yard.	Per 6 Feet Square.	Per Square Foot.
	£. s. d.	£. s. d.	s. d.	£. s. d.	£. s. d.	s. d.
British Schools	2 19 3	1 19 6	6 7	3 18 6	2 12 4	8 9
Infant Schools	3 5 0	2 3 4	7 3	3 15 0	2 10 0	8 4
Village Schools	2 1 10	1 7 11	4 8	1 17 3	1 4 10	4 2
Average Cost	2 18 9	1 19 2	6 6	3 16 9	2 11 2	8 6

On the Council Office allowance of space (6 square feet to each child), the 242 schools brought to account in the last column of Table VIII. (A), would offer accommodation for 76,542 children, or 316 to each school; but from the data contained in Table VIII. (B), it will be gathered that the total number on the books, in 238 of them, was only 41,322, or 195 to each, on the average, which is less than 1 to every square yard of space, which is 211 to each; while the average attendance in 217 is stated at 32,004, or 148 each on the average; and the number found actually present in 206, 28,657, or 139 on the average. The schools generally, therefore, are about half full, reckoned on the Council Office allowance of space. But when it is considered that an equal meed of success *cannot* attend all the schools, and that it is often convenient to build the schools for both sexes of the same size, although it is foreseen that their attendance will not be equal, an average attendance equal to one child per square yard of school space, will be regarded as indicating a fair state of prosperity. But the stated average attendance is seen to fall upwards of one-fourth short of this proportion, and must therefore be described as generally indifferent, and in many instances very bad.

The fact to which these data point, that, however short of the moral necessities of the case, the existing supply of schools is beyond the parents' perception of those necessities, under our present school system, was borne out by the results of every inquiry which I could make in each quarter of the kingdom. Whatever the views of the children's welfare entertained by the promoters of public schools for the poor, the parents of the children above the age of infancy value them almost entirely as the sources of their *secular* instruction alone; and when their children, entered in the lower classes of an inferior school, make little appreciable progress for a great length of time, it is not surprising that they should be careless about the regularity of their attendance, or even about sending them at all. Indifference of this character would be very extensively removed by the improvement of the schools. But there are yet deeper and graver causes of the neglect of parents of the poorer classes to avail themselves of day-schooling for their children, in their own ignorance, indifference, and squalid poverty; the latter too often the result only of the former. If such were not the case, the difficulty to obtain school attendance would not be more felt, as it is, amidst vast aggregates of people than in smaller places; and this, therefore, must constantly be borne in mind, that the supply of British schools in the important districts in which they would, on the whole, be preferred to other day schools, is, however defective, generally up to the *efficient* demand which exists for them, while they are of the feeble character which they generally exhibit in those districts.

The aggregate annual income of 208 schools, it will appear

from Table VIII. (C), is 20,729*l.* 4*s.* 10½*d.*, or 99*l.* 13*s.* 2*d.* on the average. The average income of 207, concerning which I have every detail, is 99*l.* 7*s.* 2*d.*; upwards of one-half this sum, 52*l.* 11*s.* 2*d.*, being derived from the children's pence; 37*l.* 4*s.* from subscriptions and donations; 3*l.* 4*s.* from collections at places of worship; 3*l.* 0*s.* 9*d.* from endowments; and 3*l.* 7*s.* 3*d.* from miscellaneous sources. An examination of the Tables marked VIII. (B) in the Appendix, will show the trifling fees, chiefly of 1*d.*, 1½*d.*, 2*d.*, and 3*d.*, from which the large amount produced by the children's pence is derived. Indeed, where a committee does little for a school, and pays little regard to it, the master presently feels that his dependence is upon the parents only; the committee's moral control over him sometimes becomes a mere shadow; he is tempted to aim at a reputation, however meretricious, among the parents of the children only; the tone of the school is lowered; and if an attempt be made to recal the teacher to a higher line of duty, the most successful or the most self-willed are tempted to leave the institution and set up a rival school on their private account, to the ultimate injury of their own peace and of the cause of Christian education in the neighbourhood. The total expenditure of the same 208 schools is shown in the same Table VIII. (C), to be 21,434*l.* 1*s.* 11½*d.*, being 103*l.* 0*s.* 11¼*d.* each on the average. The classification of the expenditure, too, is well worthy of a serious examination; showing, as it does, an average on books and stationery in 179 schools, of only 5*l.* 1*s.* 8*d.* each; and on fees and presents to monitors, on the whole 208 schools, of only 1*l.* 7*s.* 10*d.* each. The items, showing the average salaries of the masters and mistresses of the several schools of each class, are also worthy of a careful examination. For the details I must, however, refer to the Tables in the Appendix; which, with those appended to my two previous Reports, embody the financial and working experience of all the Schools in England and Wales aided by Government, as being on the principles of the British and Foreign School Society.

In my First Report, I have already stated, with sufficient accuracy, the manner in which the promoters of these schools combine for their erection and support; the classes into which they may be divided; the usual condition of the trust estates; the mode in which the schools are governed; the sources of income, and the objects of expenditure. Into these subjects I need not, therefore, again enter. The object of my Second Report was to describe the efforts making to improve the education of the children of the poor in their earliest years, by means of infant-schools, encroaching upon the ancient domain of the "dames'." To this description, the generally discouraging state of those which I have since had to visit permits me to add but little beyond mentioning, as an example to the western counties, the one attached to the British schools, supported by John Heathcoat, Esq., M.P.,

at Tiverton, in which the only defect is the rather too great preponderance given to progress in reading over a systematic cultivation of the perceptive faculties and simple processes of induction. Only one-third of the infant-schools included in Tables II. and III. in the Appendix can be placed in the higher class, viz., those of Leighton Buzzard, Hemel Hempstead, Hitchin, Erith near St. Ives, Ebley near Stroud, and Haverfordwest.

The total number of infant-schools forming independent establishments which I have visited, as having been aided by Government, is 25, ten of which have teachers' houses attached to them. These have received grants to the amount of 2,496*l.*, and have been erected at a total cost of 10,229*l.*, which is in the usual proportion of quadruple the amount granted. I regret that the ground attached to them, for play-grounds, approaches, and offices, should average no more than 273 square yards, which is little more than twice the internal area of the school-rooms, which average 118 square yards. There are besides 34 infant-schools attached to British schools, occupying rooms the average area of which is 106 square yards, and generally enjoying the use of a girls' play-ground, of the like small dimensions as those attached to the separate infant-schools. This makes the total of infant-schools which I have visited 59, in 49 of which the average number on the books is 126; in 53 the average attendance is stated at 95; and in 57 the numbers actually present at the time of my inspection averaged 90. The usual ages of the children are from 2 to 7; but a few come earlier than 2, and there is frequently a small class of children, chiefly girls, somewhat more than 7 years of age. The attendance, in proportion to the number on the books, is better than in any other class of schools. The weekly payment is generally 2*d.*, and is more willingly made than that for older children; in the poorest places it is sometimes reduced to 1*d.* and 1½*d.* The average income of 23 separate infant-schools is 52*l.* 15*s.* 1*d.*, and the average expenditure of the same 55*l.* 6*s.* 8*d.*, but of those attached to the British schools no separate financial statements can be given. The average emoluments of 13 male teachers of infant-schools, with a female assistant, commonly wife or relative, are 62*l.* 9*s.* 10*d.* per annum; those of 36 female teachers of infant-schools, 31*l.* 15*s.*; a small number of either sex having also residences rent free. A young girl generally gets a few pence per week as an assistant to the female teacher. The Tables II. and III. (A., B, and C.) enumerate every instance, and give further details.

The infant education of the mass of the people is still, however, in the hands of the "dames," many of whom are persons of pious character, and some even of education and refinement; but the more educated middle class to which these worthy persons properly belong, in the more cultivated districts, has no existence amidst the dispersed yet teeming populations of the outlying mining and ma-

nufacturing regions; and in these the infant children, therefore, have not the advantage of early instruction and discipline under persons knowing what such words mean. To "keep them quiet" is the perfection of schooling in the eyes of their teachers; a perfection in seeking for which their training is wholly perverted; and one which, if attained, would yield a still worse result than does the actual failure to secure it. That the mothers of the children of the labouring classes, amidst the cares and the confusion of their little households, or the brief intervals of their labour, will effectually perform the work of an infant-school for their children, those who know them and their circumstances best will least expect. And the consequence is, that unless great extension be given to the infant-school system, in its present state of improvement, the children must still, as heretofore, enter the British and National schools destitute of those preliminary elements of instruction which their system seems to contemplate that they have already acquired. Indeed, the great masses of our mining and manufacturing population, which peculiarly need the humanizing influence of good infant-schools, are almost wholly destitute of them; neither does their system form any part, so far as I have yet seen, of the economy of village schools, which have commonly, in place of it, only bad specimens of individual teaching by rote.

The British schools which I have visited, and which are enumerated in the tables appended to my Reports, form perhaps one-fifth of the whole number in correspondence with the Central Society, and, dispersed as they are in every part of the kingdom, a description of them must be applicable to this class of schools generally. Those situated in remote and comparatively thinly-peopled localities, with little pretensions to monitorial organization, I have, however, classed separately, as village schools; their economy being markedly distinct from that of the remainder. The total number of the latter, aided by Government in the erection of their buildings, is 174, of which 59 were aided through the Committee of Council, 104 by the Treasury before the formation of that Committee, and 11 by both. Thirty-seven have teachers' houses attached to them; and besides the boys' and girls' schools which they comprise, there are also attached to them 34 infant schools on the same premises; schools which have already been described. The total of the grants for these 174 schools is 36,713*l.*; the total expenditure upon 173 of them, 139,404*l.* 13*s.* 8*d.*, being nearly four times the amount contributed by the Treasury. These 173 comprise school-rooms with a superficial area of 43,612 square yards, or 252 each on the average, while the total extent occupied by play-grounds, approaches, and offices, is only half as much more, or 398 square yards on the average. The above school space is appropriated to 137 boys' schools, having an average area of 150 square yards; 118 girls' schools, having an area of 103 square yards, 26 schools for children of both sexes in the same

room, having an average area of 144 square yards; the remaining 3,639 square yards being devoted to the infant schools already mentioned. The total number of British schools, therefore, is 281, or, with the village schools, 310.

In the boys' schools, the average number on the books of 121 was 157; usual attendance in 124, 115; actually present at the time of inspection in 124, 108; and about 100 may be considered the average number to one master; very few schools indeed having any assistant master. In the girls' schools, the average number on the books of 100 was 105; usual attendance in 104, 76; and the number actually present at the time of inspection in 104, 69; so that the average number of girls to each mistress is about 70; for in very few schools has the mistress any assistance beyond that of her monitors. In the schools for both boys and girls, the average number on the books in 19 was 78 boys and 47 girls, or, of both sexes, in 26, 128; the average number usually in attendance in 20, 59 boys and 34 girls, or, of both sexes, in 27, 98; and the number actually present at the time of inspection was, in 20, 62 boys and 35 girls; or, of both sexes, in 25, 90; and as these have in no instance any assistant teacher, except a female, to teach sewing to the girls, and perhaps their first steps in reading to the little ones, 100 may be considered the average number to each male teacher in these schools, with this trifling female assistance. In all cases, therefore, it may be said that the masters' schools average 100 and the mistresses' 70, in attendance, with an additional third of these numbers on the books, which supposes that at least one-third of those actually present are also irregular in attendance, if it be supposed that the irregular attendants come about half their time. This calculation makes half the number on the books to be in regular attendance, and the other half in irregular attendance, which, on the average, is near to the truth; though the proportions of regular and irregular attendance, and the degree to which it affects either sex, varies with the industrial character of the several localities.

The total number of village schools, aided by Government in the erection of their buildings, is 29, of which 8 were aided through the Committee of Council, and 21 by the Treasury before the formation of that Committee. Seven have teachers' houses attached to them; and the total of the grants towards the erection of the whole is 1,404*l.* The total expenditure upon them has been 4,289*l.* 7*s.* 1*d.*, being about three times the amount granted by Government. These 29 buildings comprise school-rooms with a superficial area of 2,097 yards, or 72 to each on the average; while the total extent occupied by play-grounds, approaches, and offices is 209 square yards, which, although only half the extent attached to the British schools on the average, is four times as large in proportion to the school space. In fact, however, the village school teachers have generally little appreciation of a play-ground

as a place of moral discipline, but, if possible, appropriate the small area attached to the school-house for a garden, well aware that on the contiguous roads or commons, the children will find ample and more acceptable space for the exercise for which alone they would regard it as of any value to them. The one school-room in each building is occupied by children of both sexes. The average number on the books of 27 of these schools is 66, and in 22 of the larger 71, in the proportion of 40 boys to 31 girls. The usual attendance in 27 is stated at 51 on the average, or 53 in the case of 24 of the larger, in the proportion of 44 boys to 28 girls. The number actually present at the time of inspection in 23 averaged, however, only 43, in the proportion of 25 boys to 16 girls; which is less than one-half of the attendance in British schools for boys or for boys and girls collectively, and not two-thirds of the attendance in the British schools for girls. The number on the books, it will be perceived, is one-third greater, as in the case of the British schools, and from the like causes.

This irregularity of attendance is an element which must be borne in mind in estimating the progress made by children in the schools affected by it; and is a very disheartening one, extending, as it generally does, to a week or several weeks at a time; for if a boy be kept at home for a day or two at the beginning of the week, the mere feeling to have value for their money induces the parents to keep the children at home a day or two longer rather than pay the pence for a broken week. Many are the endeavours made by some committees to struggle against this irregularity; but unless the school be a good one, with a reputation equal to its quality, all strictness, as by compelling payment whether the children come or not (so long as their names are on the books), fails of its object; for they are then sent to some other school where they are not so heedful on that score. In proportion, however, as the school is good, good attendance can and is obtained, not only by the week, but also by the day, and even to the hour; a nicety which is unknown to the schools of lower vigour and discipline, especially to those in the remoter localities, where children have to come long distances, from homes either without clocks or with such as they have, very ill kept. In the localities where light domestic manufactures prevail, an improvement in trade will sometimes almost break up a school, by withdrawing the children, as is felt to be the case in the girls' school at Hitchin, and not less at Leighton Buzzard, where the influence of such trades is almost a complete bar to female education, beyond what can be conveyed in the infant-school. In the factory districts the effect of an improvement in trade is to mow down the top classes of the schools to the same low level of ages and acquirements, and to make up the numbers by the substitution of children of infantile ages, whom the teachers, if they would obtain a subsistence, must seek and take, though untrained for their management. Nor are the less

fluctuating employments of purely rural districts more favourable to the attendance of the children, for at nine to ten years of age the boys become useful for labours in the field, where the farmers would much rather know that they are employed than in school. Away, therefore, they are taken, at all events during the summer months, for the small wages which their parents are too poor to refuse; and the rude, dull, and disorderly character which they have acquired during this part of the year, is such that the village schoolmaster has no hope to do much more during the winter months than revise the imperfect rudiments with which they first left school.

The common age for children to enter a British school is from six to eight years, when the infant-school or their dame-school have done the best for them, or the disorderly habits which they have acquired in the streets have made them no longer a tolerable nuisance at home; but in the Tables I. (B), accompanying my Reports, will be found a number of British schools, in which the greater number of entries take place at a more infantile age, and these are invariably schools approaching in character to the village schools of remoter situations, which, in default of infant-schools, and a greater population disposed to avail themselves of them, must take in children of all ages as well as both sexes, to the general lowering of the scale both of discipline and instruction, where the ages are so dissimilar as to require entirely different treatment. In fact, in such instances, there are in effect two or more schools thrown together in the same room, and the distracted teacher is unable to do justice to any without sacrificing the rest. The best is made of such circumstances, where a conscientious master is aided by his wife, or other female relation, as in a considerable number of them. The greater number of the children are withdrawn from British schools between 10 and 12 years of age; but in the most agricultural and in the most manufacturing neighbourhoods they are withdrawn even yet earlier, excepting the children of farmers and small tradesmen, who come, with some irregularity, until nearly 14 years of age, and sometimes yet longer. From 6 to 12, however, are the usual ages of the children in the British schools; and the attendance of one-half of the number on the books, or one-third of the number usually in attendance, even during these ages, is irregular.

The school-fee paid by the children is generally 1*d.* or 2*d.* per week, with an extra 1*d.* for those who write on paper; and, where 2*d.*, only 1*d.* per week for every child more than one from the same family; unless the children of parents of better ability are sent, when a higher fee is charged, for they stay longer in school, and proceed further with their studies than the rest. The rates of the children's payments are, however, varied in every locality, according to the circumstances of the population and the views of the Committee; but I have already dwelt sufficiently on this subject in my

First Report, with especial reference to the ill effects of a scale graduated according to the branches of instruction conveyed, especially in the poorer, and remoter neighbourhoods, where its adoption is almost universal, with the effect of restricting the education of such of the labourers' children as are sent to a day-school at all, to a delegated instruction in the merest rudiments of reading during their short and irregular attendance. It is worthy of being borne in mind, that though worshippers among the poor are often content with merely Sunday-school instruction for their children, yet that it is the children of worshippers, almost exclusively, who are to be found in the day-schools at all; the dead and indifferent to all spiritual life being equally dead and indifferent to the education of their children.

Including the three classed separately as town schools, the aggregate income of 161 British schools is 18,657*l.* 19*s.* 4½*d.*, and the aggregate expenditure of the same schools 19,278*l.* 15*s.* 11½*d.*; giving an average income of 115*l.* 17*s.* 9*d.*, and an average expenditure of 119*l.* 2*s.* 2½*d.*; the excess of the latter being either lost to the several treasurers, or obtained by peculiar efforts and charitable expedients. The average income from subscriptions and donations, in the case of 160 of these schools, is 43*l.* 0*s.* 5*d.*; from collections, 4*l.* 2*s.* 10*d.*; from endowments, 3*l.* 10*s.* 6*d.*; from children's pence, 60*l.* 19*s.* 11*d.*; and from other sources, 4*l.* 6*s.* The average annual expenditure, in the case of the various schools brought into account, is, on repairs, 7*l.* 8*s.* 4*d.*; furniture, 1*l.* 12*s.* 6*d.*; books and stationery, only 6*l.* 13*s.* 7*d.*; fuel and lights, 2*l.* 13*s.* 4*d.*; and other expenses, 8*l.* 1*s.*; independent of payments to monitors, which only average in the aggregate 1*l.* 15*s.* 3*d.* per annum per school; as, likewise, of the principal item of all, the salary to the teacher, which averages, to the masters of the boys' schools, 68*l.* 16*s.*; to the masters of the schools for both boys and girls in the same room, 55*l.* 17*s.* 6*d.*; to the mistresses of the girls' schools, 38*l.* 9*s.* 8*d.*; and to the mistresses of the girls in the same room with the boys, and frequently the wife, or other relative of the master, teaching in the same school, 13*l.* 12*s.* 1*d.*; while 12 assistant masters got, on the average, 13*l.* 12*s.* 1*d.* each per annum; and 13 assistant mistresses 9*l.* 14*s.* 10*d.* each.

So, likewise, in the village schools, the aggregate income of 24, including the children's pence, is 85*l.* 18*s.* 2*d.*, and their aggregate expenditure 88*l.* 11*s.* 9¾*d.*; presenting an excess over the income, which is made up as in the case of the British schools; but it is very trifling, the average income of each school being 35*l.* 14*s.* 11*d.*, and the average expenditure 36*l.* 15*s.* 6*d.* The former sum is made up by an average of 7*l.* 16*s.* 8*d.* from subscriptions and donations, 1*l.* 3*s.* 3*d.* from endowments, and 26*l.* 15*s.* from the school fees; whence it is obvious that the more remote the situation in which a school is placed, the more dependent is it

for support upon the children's pence alone; the number to be assembled, often under a rivalry which oversteps the demand for instruction, is always limited; and the teacher, therefore, is compelled to adopt a graduated scale of fees, whatever its benumbing effects on the general instruction; for those who pay the higher (the small farmers and tradesmen of the neighbourhood) are equally jealous of their children teaching, or being taught, by the children of others; and the energies of the schoolmaster are therefore almost wholly devoted to their individual instruction, with a half stealthy employment of a few of them at intervals to give the like individual instruction (seldom extending to more than the elements of reading) to the underpaying children of the labourers. The average annual expenditure is composed of 10*s.* 9*d.* on repairs, 2*s.* 3*d.* on furniture and apparatus, 7*s.* 1*d.* on books and stationery, 3*s.* 6*d.* on fuel, and 1*l.* 3*s.* 7*d.* on miscellanies; with 2*s.* 4*d.* for monitors. The emoluments of the teacher, in the case of 19 masters, average 38*l.* 7*s.* per annum; of 5 mistresses, 22*l.* per annum; and of 2 sewing-mistresses, assistant to masters, 6*l.* 8*s.* per annum. Thus it will be seen that, by means of their graduated scale of fees, the masters of the village schools get precisely the emoluments of the mistresses of the British girls' schools, though with less than two-thirds of their attendance, and a much smaller subscription list. Still, how poor is their subsistence, and struggling their position, will readily be imagined; and, in many cases, without a rent-free habitation, or little services in kind from the neighbouring farmers, they could scarcely maintain an existence. The schools under female teachers have not a graduated scale of fees, and the bare subsistence of the teacher shows the relative position of the village and British schools in regard to the emoluments of the teachers, *without* the assistance of a graduated scale of fees. The Tables I. (A, B, C) and IV. (A, B, C), appended to each of my Reports, will be found to contain the details concerning each school from which these general results concerning the British and village schools are respectively derived.

We thus see it to be with difficulty that one male teacher is maintained for the instruction of every 140 children, yielding an average attendance of 100, and one female teacher for every 100 children, yielding 70 in attendance on the average, in the British schools; and one male or female teacher for every 70 on the books, or 40 in attendance on the average in the village schools; the first at an average salary of 66*l.* 12*s.*, the second at 38*l.* 10*s.*, and the last at 38*l.* 7*s.* for male, and 22*l.* for female teachers. But we must not permit these averages to conceal from us the fact, that, however great the number of children, there is still, almost invariably, but one teacher, and that the actual numbers and emoluments are in every variety of combination. The few schools originally classed as town schools, not British, are supported by liberal committees or individuals, on the principles of the British

and Foreign School Society, though not exactly following the model of its central school in London. They are classed with British schools in drawing the above averages, and properly rank with them, though repeated reference will have to be made to some of their peculiar features.

No deficiency of support, however, appears to be more fatal to the efficiency of a school than an endowment yielding to the teacher a considerable proportion of his emoluments, in which he possesses a freehold interest for life, under a trust so constituted that the public opinion of the neighbourhood has no influence upon it. Such an endowment, in lieu of being any assistance towards providing a good school for the neighbourhood, is generally a grievous hinderance in the way of it. The trustees make a half charitable use of their patronage to the appointment of an untrained and perhaps untaught master, who can give individual instruction only to a small number of children; should a few active persons desire to establish a separate and efficient school for a larger number, the endowed school divides the interest, and prevents the success of their undertaking; should they attempt to make the endowed school their foundation, they must adopt the teacher of it as their chief agent, and he is too unpliable and independent, not to say obstinate, to learn, or, at all events, to adopt new and improved methods, however much they expend upon training him; and when their undertaking fails, they must either patiently put up with the loss of their money and their labour, buy out the master at a sacrifice greater than would have established a new school, or enter into a Chancery suit, in which they will probably fail, through the Court being compelled to defend the existing legal interests of individuals, however inconsistent with the moral interests of the community, on whose part resort should rather have been had to the Legislature for a general remedy, and not to the Court (or to an exercise of individual power which brings them into Court), for a violation of existing laws which it cannot sanction. The cases substantiating this state of things, which I have had to report for their Lordships' information, plead strongly for some measure more general and effective, and less tardy and expensive, than appeals to Chancery for a new scheme in the case of every separate educational charity.

Owing to the insufficient extent, defective character, and early abuse of the public endowments of this nature, which arose out of the spirit of the Reformation, the "labouring" classes in England and Wales generally remained insensible to the want of education, until awakened to it by labours of a missionary spirit towards the close of the last century. The Sunday schools were the first silent but powerful engine employed to break into the matted sward of ages of ignorance and degradation; and yet these date their origin only from the labours of Mr. Robert Raikes, and the Rev. Mr. Stock, at Gloucester, in 1781. The Society

for the Support and Encouragement of Sunday Schools throughout the British Dominions, was instituted 1785, and in the Sunday School Union only in 1803. The *day* schooling of the same classes is of yet more recent origin; for it cannot be dated earlier than 1798, when Dr. Bell published his "Experiment on Education" made at the Male Asylum at Madras, and Joseph Lancaster began practically to develop the same principles in the very schools upon a large section of which I have now to report. Nor was it until 1808 that the British School Society was founded on its present basis, nor until 1811 that the National Society was established. Both have analogous views regarding the organization of their schools; the main difference being in the size of the classes, which are much the smallest in the British schools; and they have well-known distinctive principles in regard to the religious instruction imparted in them. The British and Foreign School Society regards exertion for the Christian education of the children of the poor to be not merely a *denominational*, but a *social* duty of Christian citizens, in which the members of different churches are morally bound to co-operate, to the extent that co-operation promises to be more efficient than separate action. "Regarding the instruction of the people as a *national* object, it has always maintained that it ought to be treated *nationally*; that is to say, with reference to the *country* rather than to *parties*; to *towns* rather than to *churches*; to districts rather than to congregations."* "The introduction of the Sacred Scriptures without note or comment, to the exclusion of the formularies of any particular Church, appearing most likely to unite the greatest possible number, that practice has been from the first a fundamental rule in all the schools of the British and Foreign School Society. At the same time it must be distinctly understood that the Society has never, in any single instance, compromised in any school or schools under its control, or reaping benefit from its funds, any truth of Sacred Scripture; nor has it ever sanctioned the omission of a single text or word of the authorized version to meet the views of any class of objectors."† The National schools, on the other hand, have recognised no religious instruction which dispensed with the catechism and liturgy of the Established Church, to which they have always been an appendage, under the immediate control of the clergy. The next great step was the establishment of the first infant school in England in 1818; and yet it was not until 1836 that the present Home and Colonial Infant School Society was formed, for "the improvement and general extension of the Infant School System on Christian principles, as such principles are set forth and embodied in the doctrinal articles of the Church of England," not certainly to the exclusion of dissenters who hold the doctrines therein set

* Report of the Educational Conference of the British and Foreign School Societ in 1844.

† 'British School Manual,' edit. 1843, p. 1.

forth, for they formed originally the majority, though now they are the minority of the persons brought under its training to become teachers. The history of the more recent efforts to introduce new life, improved methods, and extended views into the education of the poorer classes is, in great part, contained in the published volumes of your Lordships' Minutes.

Some idea of the assistance which a parent society can render in the erection and organization of local schools, may be gathered from the British and Foreign School Society's "Plain Directions for the Establishment of Schools," generally circulated through the country, and contained in the Appendix (XV). It is, however, only the schools of the British and Infant School Societies which have been aided by public grants, that come officially under my observation, and I am unable to give any evidence of their influence upon the population amidst which they are placed, separate from the statistical testimony to the operation of the whole of the several classes of schools represented by the different central societies, which is borne by the annexed Table (XIII.), and the accompanying abstract of it. This Table has been prepared chiefly for the purpose of illustrating the different degree of vigour which prevails among the schools of different districts, compared with the masses of ignorance and degradation against which they have to struggle; a point which demands my first attention, in endeavouring to supply, to the best of my ability, that "information by which the Legislature," in the terms of our instructions of the 16th of September, 1844, "may be enabled to determine in what way the exertions of the trustees and managers of schools may be most effectually promoted." For this purpose I have been induced to regard the whole country as thrown, by counties (the only divisions which our statistics universally recognise, though too large to be closely accurate), into eight districts, plainly distinguishable from each other in social character, as mainly influenced by the occupations, and by the concentration or dispersion of the people. Under the head of these several districts I have elaborated, county by county, every available test of their social organization, and of the state of instruction and morals in each. The counties included under each division are arranged in two groups, according to the comparative amount of instruction in each, as ascertained by the test of the marriage registers; and the results obtained, first by a comparison of each group, and next of the several divisions of each, will be found worthy of attentive regard.

The great superiority of the more over the less instructed portions of the same districts, bears strong evidence to the generally good influence exercised by the schools represented by the several central societies, and supplying the chief portion of the instruction which makes the excess in the former; notwithstanding their patent imperfections on the one hand, and the greater proportion, on the

other, of persons in easy circumstances inhabiting the more instructed counties, and exercising beneficial influences by other agencies than the school; agencies which must have a share in the general result, and which must obviously exist to the greatest extent where there appears to be the greatest proportion of persons of independent means. That the progress of all these influences is very slow, and the unapproached mass of ignorance very great, is as plainly indicated by the very slow decrease in the proportion of persons signing the marriage registers with marks; a test beyond all serious dispute of the relative, if not of the positive, deficiency of scholarship in different districts. When persons are married, they are required to sign the marriage register; if they cannot write their names, they sign with a mark, and the result has hitherto been that nearly one man in three, and one woman in two, that come to be married, sign with marks. "In 1844 only 67 in 100 men, and 51 in 100 women wrote their names. It is probable that a few women, able perhaps to write letters intelligible to their friends, signed with marks; but this simple test leaves little doubt that 33 in 100 of the men, and 49 in 100 of the women of England, at the marriagable age, are either quite unable to write, or write very badly;"* so badly, I would add, as to be a sufficient evidence, in the generality of cases, that they cannot "read their Bibles," in the sense of the well-known wish of George III.; while "many who write their names, are able to write little else, and writing the name is no proof of the possession of that stock of the elements of literary and scientific knowledge which it is desirable that the whole mass of a civilized nation should possess."† The value of the figures is proved by the consistency of the results in the same districts in successive years; results which indicate in the aggregate a progress of only 1·2 per cent. among the men, and 1·1 per cent. among the women in 4½ years.

The capacity to write indicates a capacity to read, and, in most cases at least, an occasional habit of doing so; which, again, cannot have been acquired and retained without a length of time having been passed under influences comparatively of an improving character. In fact, I believe the possession of this capacity, or the absence of it, to mark the distinction between those who have and have not attended sufficiently at schools, whether of higher instruction, or common day and Sunday schools, to receive the small but yet important degree of education which the greater number of the latter can alone afford to their most constant attendants. Those who do not possess it, though some of them may "have been to school," as they will themselves say, have been in attendance but very irregularly, and to no appreciable purpose; which all acquainted with the circumstances and habits of the poor will

* 'Report of the Registrar-General, 1846,' p. 15. † Ibid.

testify to be a very frequent case. The numbers unable to write at the age of marriage, therefore, represent those who yet remain in a state of primitive ignorance, in so far as school instruction is concerned; and it is in the familiar experience of ministers of all denominations that these are, in most cases, very painfully alien, in mind if not always in person, from the ministrations of the gospel. So likewise, any marked excess in the amount of crime brought before the assizes and quarter sessions, indicates, in the proportion of that excess, a more wide-spread imbecility of moral character, with its numberless rout of unrecorded evils, great and small, than prevails in other parts of the country; and a comparison of the several columns corroborates the conclusion which first suggests itself, that this imbecility prevails much in the proportion that the population are intellectually and socially alienated from the ministry of the gospel, and exposed to active temptation and mutual incitement, uncontrolled and uninformed by the presence, the solicitude, and the example of persons blessed with greater leisure and higher hopes. The support to this general conclusion afforded by the columns of the table hereafter given, which indicate the relative providence of each district by the proportion of its savings as compared with the population, and its relative improvidence by the proportion of the marriages of men under 21 years of age, as compared to the total number of marriages, is exceedingly interesting. This latter piece of evidence has been carefully checked against the proportion of illegitimate births as compared with the average to the like amount of population in all England. Another column shows the positive progress of instruction in each district; and others the distribution of population, and of wealth; the proportions of domestic servants and of hands engaged in manufacturing and agricultural labours; and the relative prevalence of pauperism and crime.

Although, by means of a comparison of these data, we plainly detect, in even imperfect schooling, an obviously beneficial influence, yet the positive facts of our criminal calendars prove but too strongly that this influence is, in the most important respects, overcome by others, which the same data very strongly indicate. The fivefold increase of criminal commitments for the more serious offences in England and Wales during the present century, while our population has not doubled, is not seen to occur in greatest proportion in those parts of the country where the police has been most improved, and where the augmentation of the number would admit of explanation, by the increase of its vigilance and the daily augmenting facilities which are offered to every unsettled individual to find his way to the wealthier centres of honest or dishonest enterprise; but in those which are industrially the most remote, and where the police, during this period, has undergone the least alteration. A silent but extensive re-organization of a considerable part of society has taken place during the last half century in the

development of its mechanical skill, and the elaboration of economical truths. This re-organization was made almost as early and as rapidly among the agricultural, as among the artisan population; the "manufacturing system," indeed, was introduced perhaps as early in the fields as in the towns, for it consists simply in an employment of mechanical agency, and of the subdivision of labour in the production of the commodities of life to a greater extent than had long been customary; a progress upon which we shall have every reason to congratulate ourselves, if we do not too long comparatively neglect every other element of progress. One effect of this re-organization has been to make changes equally great amongst the several classes in their relations of neighbourhood as well as of service. The small farmer and the little manufacturer are no longer types of their several professions. The workman is no longer an artisan companion of his employer, perhaps domiciliated with him, and expecting, if possessed of superior abilities, as well as industry and frugality, to succeed to the like position. He is no longer enjoying the bonds of neighbourhood with his master; he is now merely a labourer, an "operative." He is no longer a domestic, but a citizen. He is without friends more cultivated or better informed than himself, unless some pastoral or missionary light shall dawn upon his threshold, in however feeble rays; and yet he is ever sensible of the distant frown, as he conceives it, of the Board or the Bench. Uneasinesses have naturally arisen out of such a state of things; but happily we have, I hope, too much of truth, humanity, justice, and practical good sense amongst us to refrain from seeking some great and effective remedy for this one-sidedness of progress; a remedy which shall bring the moral condition of society to fit agreement with its industrial organization.

This is very plainly seen where the workmen are in connexion with the property and near to the homes of their employers, in the efforts made by the more public-spirited proprietors and manufacturers, possessed of large means and Christian hearts. It is less observable where the producers are on a smaller scale, struggling between the old system and the new. It is wholly unobservable where the labourer is entirely unconnected with any mentionable amount of the capital, and removed from all neighbourhood to the home of his employer; as in the case of the great mass of the stockingers, hand-loom weavers, lace-makers, straw-plaiters, nail and lock makers, and in some instances even miners, furnacemen, &c.; while a still lower tone of morals, manners, and dispositions, is found wherever the women and children are extensively employed in the trade of the place. But a term appears to be rapidly approaching to the thoughtlessness which accepts the wealth procured by the more economical organization of society, without attempting to secure its foundations anew, by more united efforts to fit the labourer to discharge the duties of

good citizenship which are expected from him, unguided by superiors, in his present position.

Let it likewise be borne in mind that the rapid increase of our population is not to any great extent in the rural districts, but chiefly in the masses employed in mining and manufacturing pursuits. Here, brought into close neighbourhood, and estranged from the influence of superior example, they are subject to temptations, hazards, and incitements far beyond those which approach the rural cottage; ignorant and largely depraved, they are likewise capable of combination; and combined, they form bodies little prepared to stoop to the exigencies of a reeling alternation of prosperity and adversity; to say nothing of all the evils which improvidence and heathenism pour out upon themselves. A large section of the population of such districts are incapable even of spending rationally the moderate remuneration which they generally obtain; if this remuneration be augmented by a peculiar demand for their energies, in lieu of employing them heartily, and husbanding the proceeds, they merely avail themselves of the opportunity to take a little more of present so-called enjoyment, in mere idleness and increased dissipation, to the positive disadvantage of their families; and when the demand for their labour slackens they are at once plunged into distress, and all of them would then willingly make ten times as much commodities as are wanted for the same bare subsistence, to which the worst of them always restrict their wives and children.

Indeed I have often been struck with surprise that the capitalist and middle classes of these districts do not exert themselves more heartily, by the agency of the day-school, for the moral elevation of the population around them, and of the whole country, if only for the pecuniary advantages which would accrue to the whole, if such a course were general. At present, making no savings, a large proportion of the workmen who are well paid in times of good trade, make no equalization of their expenditure over successive years; and when "bad times" come, have nothing to spend but in the purchase of food, if they do not receive it absolutely in charity from the Board of Guardians; and thus they throw each other out of work, in aggravation of the decreased demand from other classes and other quarters; a mutual injury which involves also their masters, who must pay poor's-rates without limit to keep them in being until the return of "better times." The ordinary earnings of the large class to which I allude, if employed with the providence which is common among the inhabitants of neighbouring continental nations, would suffice to secure them from most of the miseries and degradation of "bad times," to educate their children, and to keep them in hopeful condition. How far the best-paid mining and manufacturing labourers of England are from the exercise of any such degree of forethought, all who know them are too painfully aware. And yet it would

almost appear as though ignorance and degradation, like poverty and heathenism, must wear a garb picturesque and foreign, ere they can awaken our sympathies through the imagination, with sufficient power to stimulate us to exertion. Still there is surely some hope that a rational economy, if only in the parochial, county, and national expenditure upon pauperism and crime, will be detected in a more liberal outlay for popular education, to say nothing of the incalculable blessings which would accrue from the extension of Christian influences and Christian truth.

I have indulged in these observations because they enable me to distinguish more clearly from the rest, the several districts in which the amount of present exertion, in favour of day-schooling, is in inverse proportion to the necessity for it. *First,* I would eliminate the purely agricultural districts with thriving country towns, sea-ports, and places of genteel resort. Such are, for the most part, I. the southern agricultural and maritime counties of Kent, Sussex, Hants, Dorset, and Devon; II. the south midland and eastern agricultural counties of Essex, Suffolk, Norfolk, Cambridge, Huntingdon, Oxford, Berks, and Wilts; and, omitting from present notice the peculiar district formed (III.) by the two metropolitan counties, I may add likewise, IV., the north midland and eastern agricultural counties of Lincoln, Rutland, Northampton, Hereford, and Salop. In the rural parishes of such districts it is difficult for schools, on the principles of the British and Foreign Society, to subsist. Where there are any, they are supported either by some one person of property, or by the members of dissenting congregations, too weak to raise them above the character of "village schools;" by which name I have designated those in remote places, under untrained teachers, which are really of the character of private schools aided to a very small extent by subscriptions. Her Majesty's Inspectors of National Schools, therefore, in describing the state of the rural National schools, describe in effect the state of public day-schooling generally in such localities; but I am especially concerned to point out that it is in the thriving *country towns* of these very agricultural districts that are generally to be found the best British school committees, and consequently the best British schools; because, among the middle classes of these towns, there is, relatively to the country at large, a superior amount of education and of leisure. Their efforts, too, are frequently encouraged by resident persons of somewhat superior means; and their combined exertions do much to invigorate, through emulation, the other schools in the neighbourhood. In these towns, likewise, the several denominations of Dissenters generally agree in the patronage and support of the same public day-schools, on the principles of the British and Foreign Society, in which they are usually aided by the subscriptions of liberal churchmen.

The *second* class of districts is that in which the predominant industry is still agricultural, but in which there is a considerable

scattering of light manufactures among the cottages of the poor, employing the hands of the women and girls to the neglect of their household duties, and those of the little ones to their deprivation of nearly all resort to school except in name; the school becoming a little pestiferous workshop, kept by some dame, with whom it is impossible for the best school to come in rivalry, unless it teach the trade of the place; and even then it will have but very ill success, because, in endeavouring to do something for the bodily health and moral welfare of the child, it does not teach it to work nearly so well. Such trades are straw-plaiting, lace-making, &c., in Hertfordshire, Buckinghamshire, and Bedfordshire; and glove-making, &c., in Somersetshire; and their effects are plainly traceable, I think, in the preceding tables. I have therefore made a Vth group of them, separate from the other agricultural counties, though they are surrounded by them. The Committees of the schools on the principles of the British and Foreign Society, in the several towns of these districts, are equal to any in the kingdom in zeal and judgment, in so far as I have had the pleasure of making acquaintance with them; but it is with difficulty that they can keep together schools of the lower class of children, of the proper ages; and I doubt not that this depressing effect is experienced still more seriously in the rural parishes under the observation of Her Majesty's Inspectors of National Schools. Every item connected with Bedfordshire seems to be influenced by the combination of remote ignorance with a profligate dependence of the men, in part, upon the earnings of the women and children; one-half of the men at marriage being unable to write their names; 11·3 per cent. of them, and 22·8 per cent. of the women marrying under 21 years of age; the persons of accumulated property being only 1·6 per cent.; and the proportion of crime 21 per cent. above the average for all England, on a population of the like ages. It is worthy of remark, indeed, that the counties well known as containing the most miserable of all our rural population, are conspicuous equally for their much larger proportion of early marriages, and their excess of ignorance.

Not without strong resemblances in social condition to those already noticed, I would next direct attention to the agricultural and mining districts, chiefly occupied by a Celtic population, in the western parts of South Britain. This will form a VIth group of counties, comprising Cornwall, Monmouth, South Wales, and North Wales; the population throughout the whole of which, except Cornwall, is at present receiving, in effect, little more than Sunday school instruction in the Bible, in Welsh, owing to the obstacle of language. It will be interesting to compare with these the VIIth group, composed of the northern agricultural and mining counties of England, which resemble them very closely in natural features, and consequently in the occupations of the people, but the latter are chiefly of Scandinavian descent. Their dialects are often

far from being intelligible to a cultivated ear, but contain most of the Saxon roots of our language, and therefore offer comparatively little difficulty to the progress of instruction, especially in reading the authorized version of the Holy Scriptures, which adheres as much as possible to these roots. In the rural parts of both districts, owing to the poverty and dispersion of the people in regions chiefly mountainous, it is yet more difficult than in any other to maintain British day-schools. In some of their country towns they have judicious and liberal patrons and managers; but in the districts occupied by the masses of mining population, which would adopt them in preference to any other, if they supported day-schools at all worthy of the name, they are languishing and neglected, owing mainly to that dissociation of the masses from every superior class which has already been described.

It is the VIIIth, the great northern and midland mining and manufacturing district, comprising the West Riding of Yorkshire, Lancashire, Cheshire, Staffordshire, Derbyshire, Nottinghamshire, Leicestershire, Warwickshire, Worcestershire, and Gloucestershire, which exhibits, however, the most remarkable features in respect to the support of day-schools. To the agricultural tracts comprised in these counties, and to their country towns, the observations applied to the like districts and places in other parts of the kingdom equally apply; but in the mining and manufacturing localities, which distinguish them so markedly from other parts of the empire, there are circumstances, as in the mining districts also of the North and the West, peculiarly unfavourable to the prosperity and even the existence of British schools, in the very spots where they are most needed and would be accepted more readily than any other. It will not be expected that these districts should comprise places of genteel retirement from other quarters; on the contrary, most of the fortunate people who abandon the cares of business abandon also the locality of it; its smoke, its dirt, its bustle, its deformation of the face of nature, and the independent rudeness of its millions. The mining and manufacturing districts are purely places in which to work and make money, not to be at rest and enjoy it. The former is naturally the great object of its master minds and its master men; and they can scarcely be blamed for leaving the locality when this object is attained. While resident, even the vastness of the population assembled around them produces much of that extinction of the ties of "neighbourhood" between the different classes of society which is likewise felt in great towns, but without the countervailing influences of higher instruction which there sometimes come in place of them; and this is not a result (any more than the others) to be charged as a reproach on any of the parties, while it is not the less a great social misfortune. Such circumstances entail serious results upon the moral and physical well-being of the population, which it behoves a statesman to regard with solicitude ere he have to

regard them with alarm. Everybody is too busy in the daily moil of business to engage personally in the moral administration of his neighbourhood. The British schools generally are destitute of committees,—even of ladies,—the last to abandon their charge; they are also few in number, and far between, and in a state of dirt, disorder, and neglect, which makes them of doubtful value even where they are to be found. The exceptions are in the largest central towns of these districts, where a very small proportion of the schools receive attention from a few ardent friends; or where a minister of the Gospel is peculiarly impressed with the value of the day-school as one of the first and most valuable openings to spiritual instruction, and begs hard to get one barely supported in the Sunday-school rooms; or where a large manufacturer, sensible of the great social trust which devolves upon him as the captain of the industry of his poorer neighbours, maintains wholly or chiefly at his own expense a first-rate school.

It would be quite thriftless, in the absence of all statistics which describe the ages of the children in school, or the quality of the schools which they frequent, to attempt to arrive at any important truths by comparing the gross number in any one class of schools, or in every class of schools, with the number found by the census to be living between certain periods of age, as between 5 and 15. To compare the total number in all descriptions of places called schools, with the number above the lowest of these ages, for instance, can afford no useful result whatever, since a very large proportion of those enumerated as scholars, especially in the manufacturing districts, will be infants below that age, placed under dames merely to be kept in safety. The education of that portion of the children of the unskilled labourers in such districts, who go to school at all, is, in effect, little more than a Sunday-school education of a most irregular and imperfect kind; invaluable in place of the darkness and rudeness which characterize the unapproached heathen ignorance around them; but to place which on a higher and firmer basis should be the principal as it would be the holiest aim of the public day-school. At present, however, the Sunday-school is, in these districts, extensively regarded as all-sufficing for secular as well as religious instruction, to the restriction of too many of its devoted young friends to little more than the bare task-work of teaching individually the mechanical arts of reading and spelling out of the text of sacred writ, once a-week, instead of their precious minutes being employed in the rehearsal and explanation of passages, to the purport of which their own hearts might, with God's blessing, be more fully awakened, in the ardent desire to communicate it to another. It is not of the best Sunday-schools of the large towns that I now speak, but of those which are attended by the children of the myriads scattered over the face of the outlying manufac-

turing districts, in which may every week be seen, in full operation, the same system (affected by all classes for various reasons) of doing the work of the day-school on the Sabbath. The wealthier it appears to relieve from further care and expense; the young teachers are heart and soul in the cause; their leaders are too satisfied with the general purpose of their present task without sufficiently seeking to purify and elevate it; and the parents approve of it, for they also seem to get their children's "learning" for nothing; nay, they can even confer a favour by permitting them to receive it. If evidence were required to show that such a system is not good, it would be found in the accompanying tables, by comparing the West Riding of Yorkshire and Lancashire with the agricultural and mining districts north of the Humber, in the same latitude; and the progress making in the former with the progress making even in the least educated agricultural counties. Yet Yorkshire and Lancashire are by no means in the lowest condition. Everything points to the more southern districts of the frame-work knitters of Leicestershire, the earthenware makers of Staffordshire, and the coal and iron workers of Staffordshire and the borders of Worcestershire and Warwickshire, as much lower in the scale of Christian civilization.

Of the 12 Government grants made to South Staffordshire, I found that two were in aid of large British schools at Wolverhampton and Dudley respectively, which, after a period of comparative failure, had recently been re-opened under efficient teachers with some prospect of success; four others were to schools which, though surrounded by vast populations (at West Bromwich, Willenhall, Coseley, and Gornal), could not be raised by all the efforts of the few who befriended them, to anything higher than the character of respectable village schools, ill supplied with materials, and waging a daily struggle for existence; two other of the schools thus aided (at Cheslynhay and Wednesfield) had become Church schools of the like character; one, at Bilston, was wholly closed for want of support, although surrounded by an enormous population having only two struggling day-schools in the midst of it; and in the case of the three others, placed in localities equally demanding good influences, amidst the rude and teeming populations of Willenhall, Darlaston, and Pelsall, there never had existed any *public* day-school, but merely a private school for short intervals, kept by successive starving, unaided, and untrained teachers, within the walls of the several chapels and Sunday-schools, in the purchase or erection of which the grants for day-schools were really applied.

Neither was the result of my labours in the manufacturing districts of Lancashire and the West Riding of Yorkshire, with their confines, much more satisfactory; for out of 30 grants made to day-schools in them, comprised in the lists first placed in my

hands, and including two to Church schools, inserted by mistake, it proved that one was for a school now entirely extinct; 9 were applied to buildings erected really for Sunday-schools, and still occupied by such in full vigour, though day-schools, even by teachers subsisting merely by the children's pence, had long ceased to be held within their walls, if they had ever existed; 11 more were devoted to buildings, likewise used chiefly for vigorous Sunday-schools, but also occupied in the course of the week by the inferior schools of struggling teachers, without the superintendence of committees or sufficient appliances, and commonly receiving no more than the bare liberty to keep a school on their own account in the several rooms, seldom well filled, though surrounded by a teeming population; and only 9 proved to be British schools, in any ordinary acceptation of the term, being one in each of the towns of Manchester, Bolton, Warrington, Lancaster, Rochdale, Huddersfield, Rotherham, and Rastrick, under committees almost invariably liberal and energetic; and one in each of the villages of Milnrow, Tintwistle, and Cleckheaton, owing their existence principally to the exertions of one earnest individual in each. This is a small number of schools from the experience of which to draw conclusions; but I have not, during a number of years' experience in analogous investigations in Her Majesty's service, incidentally met with any facts which induce me to suppose that this experience presents an unfavourable section of the popular education of the manufacturing districts of the north of England.

In the very districts, therefore, in which the greatness of the aggregate population produces depressing influences, which demand for their counteraction a higher moral character among the people, than will enable a scattered population to tread their less hazardous paths of life with safety, there is the greatest amount of ignorance, the greatest deficiency of local means and dispositions for its removal, and every aggravation which neglected sanatory police and bad domestic arrangements can add to the catalogue of evils. In the absence of educated "classes," interesting themselves in the elevation of the people around them, it is the Christian congregations that present the only form of organization which voluntary exertion can employ; and it is for the ministers of all denominations to say whether they and their congregations are in a condition to undertake the day-schooling of the whole of the population around them, and whether they would be able to get the attendance of the children at proper ages, even if they had provided the schools. Their answer will be, frankly, "*No*," to both questions; and though even these districts are not positively retrograding, but the contrary, in the amount of their instruction, yet the growth of evils against which its progress is matched is yet more onward; and quietly to sit down and accept the domination of these evils as a great fact, without further and

extraordinary effort, is not becoming either to the Christian churches or to the Christian legislature of England, while society is possessed of such ample resources to combat with them.

As an Inspector of British schools, which should have a thriving existence in districts like these, where so large a proportion of the people above the condition of the brutes that perish have been raised to that condition by the agency of Dissenting missions, I feel it to be expressly my duty to describe thus strongly my feelings concerning the state of these districts and *their* present helplessness, inasmuch as it falls more peculiarly within the scope of the labours of a National School Inspector to point out the state of the agricultural districts, and the means available for *their* elevation. Even in the country towns, where the British schools are of highest efficiency, it is universally acknowledged that there is a considerable class whose children are unamenable to any proper instruction or control whatever; and it is important to bear in mind that, whatever may be the deficiency in the supply of the means of education in the towns and manufacturing districts generally, it is, on the whole, greater than the demand in the perceptions of the parents of the children, notwithstanding that, in the recent "good times," and in all similar times, they have been well able to afford the few pence per week demanded by so important a duty to their offspring as their proper schooling. Where there are rival schools amidst a population of sufficient magnitude, the parents who send their children at all are shrewd enough to know which is the best, so far as the secular instruction is concerned, about which alone they care, and, accordingly, crowd their children into it, unless deterred by some pique or indirect advantage; but still there is a vast mass who do not care to send their children to any school. The most callous to their interests in this respect are those most lost in heathenish indifference to sacred subjects; the little commonalty of the public day-school consists, almost wholly, of the children of worshippers; and hence an eternal obligation will always be due to the Sunday-schools, to the extent to which their labours are blessed; and the greatest aid which, humanly, can be extended to them is by supplementing their labours, and, consequently, elevating the sphere of them, by means of the day-school.

This general contempt for the day-school is most disastrous in its effects upon the home of the labourer as well as upon his character. The little arts of domestic industry which should be acquired by the girls are very ill acquired. Of domestic economy they have little conception. A spirit of rude "independence," as it is called, restrains them, as they grow up, from acquiring that better domestic training which service in well-regulated households of the middle and upper classes would give them; insomuch that the districts most notorious for their poverty

and periodical distress, are precisely those in which it is most difficult to obtain household servants. They are, indeed, districts of a sort of industrial gipsydom, in which the young women, boys, and girls can find employment in some simple manufacturing occupation, without submitting to the discipline of an employer's family, while the "little ones" are employed in nursing the "babies," and vainly endeavouring to discharge household offices which belong customarily to the elder females, and are never therefore properly performed; the children being thus deprived of both domestic and school training.

Their Lordships will, I hope, after this statement, accept the grounds upon which I venture to recommend all applications for school-houses from trustworthy persons in districts like these, to their peculiar and liberal consideration. The British schools in small towns or large villages in the rural districts are likewise in a most struggling position, through the prevalence of like indifference in the surrounding districts, combined with narrower means. So far as this class of schools is concerned, therefore, their penetration from the thriving towns, where they have always friends enough to support them, whether into the agricultural or the manufacturing districts around, is equally difficult; with this only difference, that in the latter the Sunday-school itself offers the rivalry and resistance, in undertaking to discharge all the same duties that are offered in the former by the National school. At present such Sunday-schools, with two or three evenings in the week to teach writing and arithmetic (which, in some of them, are also taught on the Sabbath), really do accomplish much of the progress which is effected by ordinary National schools in the rural districts; and to a great extent they are, like them, infant-schools as well as schools for elder children. But that they are keeping pace with the National schools of the rural districts, in the communication of the first elements of secular instruction, is disproved by the figures in the accompanying Table, which exhibit the relative progress making in the capacity to write, in the most ignorant agricultural and manufacturing counties respectively. This excessive reliance on the Sunday-school, therefore, deprives the children of proper resort to a day-school before they are sent to work, and engrosses their Sabbath in a hard *secular* task during the term of their employment, when it is morally incumbent on all the parties concerned to exert themselves for the provision of a good day-school, rather than to take to their hearts the deceptive flattery that they have done their duty by patronizing and by labouring in the Sunday-school only. As for the support of decent day-schools, there are almost means enough in the prevailing "good times" among the people themselves, if they were but moved to pay the 2*d.* per week generally paid by each child in a British school, which, with very little assistance, would bring in a return

ENGLISH CHANNEL
BRISTOL CHANNEL
IVA
IVB
IIIA
IIIB
IIA
IIB
IA
IB
VA
VB
Hastings
Brighton
Portsmouth
Plymouth
Bristol
Exeter
Weymouth
Dorchester
Salisbury
Reading
Oxford
Cambridge
Norwich
Yarmouth
Ipswich
Colchester
Maidstone
Canterbury
Dover
Rochester
Chatham
Sheerness
Margate
Ramsgate
South of the Thames
Newport
Cardiff
Swansea
Carmarthen
Aberystwith
Bangor
Holyhead
Liverpool
Manchester
Chester
Shrewsbury
Worcester
Gloucester
Hereford
Birmingham
Coventry
Northampton
Leicester
Nottingham
Derby
Lincoln
Boston
Peterborough
Huntingdon
Bedford
Hertford
Aylesbury
Buckingham
Oxford
Banbury
Warwick
Stratford
Kidderminster
Bridgnorth
Shrewsbury
Ludlow
Leominster
Hereford
Monmouth
Abergavenny
Brecon
Merthyr Tydfil
Llandaff
Cowbridge
Haverfordwest
Pembroke
Carmarthen
Llanelly
Swansea
Neath
Aberavon
Bridgewater
Taunton
Wellington
Wells
Bath
Bristol
Chippenham
Devizes
Salisbury
Andover
Winchester
Southampton
Lymington
Ringwood
Poole
Dorchester
Weymouth
Bridport
Lyme Regis
Axminster
Honiton
Exeter
Crediton
Barnstaple
Ilfracombe
Tiverton
Launceston
Okehampton
Tavistock
Plymouth
Dartmouth
Totnes
Newton Abbot
Teignmouth
Torquay
Kingsbridge
Falmouth
Truro
Penzance
Redruth
Camborne
Helston
Launceston
Bodmin
Wadebridge
Padstow
Truro
Falmouth
Penryn
Redruth
Hayle
St Ives
Penzance
Newlyn
Helston
Launceston
Bodmin
Wadebridge
Padstow
Newquay
St Austell
Fowey
Looe
Liskeard
Saltash
Plymouth
Devonport
Stonehouse
Dartmouth
Totnes
Kingsbridge
Salcombe
Newton Abbot
Teignmouth
Torquay
Exeter
Crediton
Okehampton
Tavistock
Barnstaple
Ilfracombe
Tiverton
Bideford
Torrington
Hatherleigh
Holsworthy

to them and their neighbours well worth an incalculable expenditure.

The indications supplied by the accompanying Table coincide too faithfully with the foregoing observations to leave any doubt as to the accuracy of the outlines which they convey; and, conversely, the relative character of each district is reflected faithfully in the state of its schools. It will be seen that the favourable symptoms accompany rather the greater number of realized properties than the greater amount of real property in the several districts; and considering the influx of persons of vagrant character from the poorer and more ignorant into the wealthier and more instructed districts, the testimony afforded by this table in favour of the former is very marked.

COMPARISON of the DIFFERENT DISTRICTS of ENGLAND and WALES, with reference to Improvidence, Crime,

Divisions.	Inhabitants.	Real Property.	Realized Properties.	Progress of Instruction
DISTRICTS AND COUNTIES.	Population in 1841.	Proportion per Cent. of Real Property Assessed to the Income Tax in 1843, above and below the Average to the like Population in England and Wales.	Proportion per Cent. of Persons of Independent Means in 1841, above and below the Average of all England and Wales, upon the like Population.	Excess or Deficiency per Cent. of the Men signing the Marriage Register with Marks in 1844, as compared with 1839-40, in each County.
I. *Southern Agricultural and Maritime Counties.*				
I. A. Counties of Least Instruction:—				
Sussex	299,753	+ 3.72	+ 6.1	−3.
Hants	355,004	− 2.87	+18.1	−3.
Dorset	175,043	−13.24	+13.9	+2.
Total	829,800	− 4.93	+12.9	−2.1
I. B. Counties of Most Instruction:—				
Kent	548,337	− 1.69	+21.1	−1.
Devonshire	533,460	−10.01	+36.0	+1.
Total	1,081,797	− 5.79	+28.5	..
Balance on the side of Least Instruction	..	.86	..	2.1
Balance on the side of Most Instruction	..	..	15.6	..
Total Southern Agricultural and Maritime Counties	1,911,597	− 5.42	+21.7	−0.9
II. *South Midland and Eastern Agricultural Counties.*				
II. A. Counties of Least Instruction:—				
Suffolk	315,073	+ 1.07	−15.1	−2.
Cambridge	164,459	+24.27	−17.0	−5.
Norfolk	412,664	+ 4.55	−10.4	..
Essex	344,979	+ 4.02	−23.4	−4.
Huntingdon	58,549	+27.19	−29.5	−1.
Total	1,295,724	+ 7.09	−16.7	−2.5
II. B. Counties of Most Instruction, being the South Midland Counties:—				
Wiltshire	258,733	+ 2.08	−17.3	−4.
Oxford	161,643	+17.60	−14.9	−3.
Berkshire	161,147	+11.30	+ 5.7	+2.
Total	581,523	+ 8.94	−10.2	−2.
Balance on the side of Least Instruction	..	..	..	.5
Balance on the side of Most Instruction	..	1.85	6.5	..
Total South Midland and Eastern Counties	1,877,247	+ 7.66	−14.7	−2.2

Population, Real Property, Persons of Independent Means, Instruction, Ignorance, and Savings.

Ignorance.	Improvident Marriages.	Bastardy.	Pauperism.	Criminal Commitments.	Savings.
Proportion per Cent. of the Men signing the Marriage Register with Marks in 1844, above and below the Average of all England and Wales, upon the like Number of Marriages.	Proportion per Cent. of Marriages under 21 Years of Age in 1844, above and below the Average of all England and Wales, upon the like Number of Marriages.	Proportion per Cent. of the Births Registered in 1842, which were of Illegitimate Children above and below the Average of all England and Wales, upon the like Number of Registered Births.	Proportion of Paupers Relieved in 1844, above and below the Average of all England and Wales, upon the like Population.	Proportion per Cent. of Commitments above and below the calculated Average for all England and Wales, on the same Amount of Male Population of the like Ages, in 1842, 3, 4.	Proportion per Cent. of Deposits in Savings Banks 20th Nov., 1844, above and below the Average to the like Population in all England and Wales in 1841.
− 7.5	+ 3.7	+ 0.6	+43.0	− 3.4	− 7.7
−11.1	−60.1	− 4.6	+22.2	− 1.3	+ 1.2
+10.1	+26.1	− 0.2	+43.0	−19.2	+56.6
− 5.9	−12.0	− 1.1	+34.5	− 6.0	+ 9.6
−17.1	−40.9	−13.0	+ 1.1	+21.4	+14.5
−11.9	−54.3	−24.2	+ 0.8	−24.7	+86.4
−14.3	−47.9	−18.4	+ 0.9	− 0.26	+49.9
Difference 8.4	..	..	..	5.74*	..
	35.9	17.3	33.6	..	40.3
−10.8	−32.8	−11.2	+14.6	− 2.8	+32.4
+42.0	+ 17.3	+20.1	+36.2	+12.3	−23.6
+33.5	+103.8	+ 7.3	+27.5	− 6.2	−44.5
+38.1	+ 28.9	+47.2	+29.6	+14.9	−14.8
+42.4	+ 38.6	−21.2	+50.0	+27.9	−13.5
+38.0	+115.1	−23.9	+ 8.9	−30.4	−32.7
+39.3	+ 42.7	+13.9	+36.4	+13.3	−21.1
+26.5	+ 73.4	+ 8.5	+67.7	+11.6	+ 6.2
+ 5.0	+ 7.8	+11.4	+46.9	+12.9	+20.9
+28.6	− 3.3	+ 9.1	+19.0	+ 9.6	+49.6
+21.0	+ 30.1	+ 9.5	+46.1	+11.4	+22.3
Difference 18.3	..	..	9.7	..	..
	12.6	4.4	..	1.9	43.4
+33.8	+ 38.8	+12.6	+39.5	+12.7	− 7.6

* See Note at the end of Table.

Comparison of the Different Districts of England and Wale

Divisions.	Inhabitants.	Real Property.	Realized Properties.	Progress of Instruction.
DISTRICTS AND COUNTIES.	Population in 1841.	Proportion per Cent. of Real Property Assessed to the Income Tax in 1843, above and below the Average to the like Population in England and Wales.	Proportion per Cent. of Persons of Independent Means in 1841, above and below the Average of all England and Wales, upon the like Population.	Excess or Deficiency per Cent. of the Men signing the Marriage Register with Marks in 1844, as compared with 1839-40, in each County.
III. *Metropolitan Counties* (both of the highest rate of instruction).				
Middlesex	1,576,636	+33.41	+72.7	..
Surrey	582,678	− 6.49	+50.1	−1.
Total	2,159,314	+22.64	+66.6	..
IV. *North Midland and North Eastern Agricultural Counties.*				
IV. A. Counties of Least Instruction:—				
Herefordshire	113,878	+31.10	+ 2.6	−3.
Shropshire	239,048	+14.41	−20.7	−4.
Total	352,926	+19.79	−13.1	−3.3
IV. B. Counties of Most Instruction:—				
Lincolnshire	362,602	+56.87	−10.5	−2.
Northamptonshire	199,228	+16.51	−32.2	−1.
Rutland	21,302	+36.62	−30.3	−8.
Total	583,132	+35.98	−18.6	−1.1
Balance on the side of Least Instruction	..	..	5.5	2.2
Balance on the side of Most Instruction	..	16.19	..	..
Total North Midland and North Eastern Agricultural Counties	936,058	+29.88	−16.5	−1.7
V. *South Midland Agricultural Counties, with Domestic Manufactures.*				
V. A. Counties of Least Instruction:—				
Bedfordshire	107,936	−11.12	−43.1	−4.
Buckinghamshire	155,983	− 1.60	−29.5	−4.
Hertfordshire	157,207	+ 0·21	−16.1	−2.
Total	421,126	− 3.36	−28.0	−3.6
V. B. County of Most Instruction:—				
Somersetshire	435,982	+27.21	+21.9	−1.
Total	435,982	+27.21	+21.9	−1.
Balance on the side of Least Instruction	..	..	..	2.6
Balance on the side of Most Instruction	..	30.57	49.9	..
Total South Midland Agricultural and Manufacturing Counties	857,108	+12.18	− 2.5	−2.2

respect to Ignorance, Improvidence, Crime, &c.—*continued.*

Ignorance.	Improvident Marriages.	Bastardy.	Pauperism.	Criminal Commitments.	Savings.
Proportion per Cent. of the Men signing the Marriage Register with Marks in 1844, above and below the Average of all England and Wales, upon the like Number of Marriages.	Proportion per Cent. of Marriages under 21 Years of Age in 1844, above and below the Average of all England and Wales, upon the like Number of Marriages.	Proportion per Cent. of the Births Registered in 1842, which were of Illegitimate Children above and below the Average of all England and Wales, upon the like Number of Registered Births.	Proportion of Paupers Relieved in 1844, above and below the Average of all England and Wales, upon the like Population.	Proportion per Cent. of Commitments above and below the calculated Average for all England and Wales, on the same Amount of Male Population of the like Ages, in 1842, 3, 4.	Proportion per Cent. of Deposits in Savings Banks 20th Nov., 1844, above and below the Average to the like Population in all England and Wales in 1841.
−59.7	−62.8	−48.8	−12.0	− 4.9	+81·8
−53.2	−61.6	−48.0	−13.3	+57.3	−15.2
−58.1	−62.5	−48.5	−12.5	+11.3	+55.6
+11.2	−45.9	+58.3	+ 1.5	+19.3	+23.0
+24.6	−46.7	+38.0	− 2.9	+12.7	+60.3
+20.7	−46.0	+43.9	− 1.2	+14.8	+48.3
− 1.5	+ 3.9	− 6.5	−19.2	−19.6	− 8.4
+15.6	+57.9	− 5.4	+20.1	−10.9	−14.5
−38.4	−67.0	+ 0.8	+ 3.5	+ 1.9	..
+ 3.7	+21.9	− 5.8	− 4.9	−15.9	−13.9
Difference 17.0	67.9	..	..	..	62.2
	..	49.17	3.7	30.7	..
+ 9.5	− 1.0	+10.2	− 3.6	− 4.3	+ 8.7
+53.0	+147.8	+15.1	+26.9	+21.4	−23.0
+30.2	+ 69.0	+ 8.8	+49.7	+20.0	−43.0
+53.8	+112.5	+ 4.6	+17.5	+14.2	−46.2
+45.9	+109.5	+ 9.0	+30.5	+18.2	−39.1
+10.6	+ 6.5	− 7.3	+25.8	+37.6	+ 6.3
+10.6	+ 6.5	− 7.3	+25.8	+37.6	+ 6.3
Difference 35.3	..	..	..	19.4	..
	103.0	16.3	4.7	..	45.4
+27.3	+ 55.2	+ 0.9	+28.1	+28.1	−15.9

Comparison of the Different Districts of England and Wales

Divisions.	Inhabitants.	Real Property.	Realized Properties.	Progress of Instruction.
DISTRICTS AND COUNTIES.	Population in 1841.	Proportion per Cent. of Real Property Assessed to the Income Tax in 1843, above and below the Average to the like Population in England and Wales.	Proportion per Cent. of Persons of Independent Means in 1841, above and below the Average of all England and Wales, upon the like Population.	Excess or Deficiency per Cent. of the Men signing the Marriage Register with Marks in 1844, as compared with 1839-40, in each County.
VI. *Western (and chiefly Celtic) Agricultural and Mining Counties.*				
VI. A. Counties of Least Instruction:—				
South Wales	515,283	−31.32	+ 4.9	−2.
North Wales	396,320	−27.17	−20.7	−6.
Monmouthshire	134,355	−18·44	−30.4	−3.
Total	1,045,958	−28.09	− 9.3	−3.7
VI. B. County of Most Instruction:—				
Cornwall	341,279	−26.48	− 5.1	+0.6
Total	341,279	−26.48	− 5.1	+0.6
Balance on the side of Least Instruction	..	..	..	4.3
Balance on the side of Most Instruction	..	1.61	4.2	..
Total Western (and chiefly Celtic) Agricultural and Mining Counties	1,387,237	−27.70	− 8.3	−2.8
VII. *Northern Agricultural and Mining Counties.*				
VII. A. Counties of Least Instruction:—				
Westmoreland	56,454	+ 9.84	+43.7	−1.
North Riding	204,122	−12.60‡	+11.6	−1.
Durham	324,284	− 4.58	− 9.4	−4.
Total	584,860	− 6.02	+ 3.0	−2.7
VII. B. Counties of Most Instruction:—				
Cumberland	178,038	− 5.21	+32.1	..
East Riding (with city and ainsty)	233,257	−12.69‡	+16.7	−1.
Northumberland	250,278	+14.25	− 2.0	−3.
Total	661,573	− 0.48	+13.8	−1.3
Balance on the side of Least Instruction	..	..	..	1.4
Balance on the side of Most Instruction	..	5.54	10.8	..
Total Northern Agricultural and Mining Counties	1,246,433	− 3.08	+ 8.7	−1.9

† See Note at the end of Table.

n respect to Ignorance, Improvidence, Crime, &c.—*continued.*

Ignorance.	Improvident Marriages.	Bastardy.	Pauperism.	Criminal Commitments.	Savings.
Proportion per Cent. of the Men signing the Marriage Register with Marks in 1844, above and below the Average of all England and Wales, upon the like Number of Marriages.	Proportion per Cent. of Marriages under 21 Years of Age in 1844, above and below the Average of all England and Wales, upon the like Number of Marriages.	Proportion per Cent. of the Births Registered in 1842, which were of Illegitimate Children above and below the Average of all England and Wales, upon the like Number of Registered Births.	Proportion of Paupers Relieved in 1844, above and below the Average of all England and Wales, upon the like Population.	Proportion per Cent. of Commitments above and below the calculated Average for all England and Wales, on the same Amount of Male Population of the like Ages, in 1842, 3, 4.	Proportion per Cent. of Deposits in Savings Banks 20th Nov., 1844, above and below the Average to the like Population in all England and Wales in 1841.
+39.3	−32.3	+ 3.4†	− 6.5	−55.7	−65.3
+26.1	−30.0	+12.3	+28.8	−61.2	−50.7
+53.3	−38.8	−31.3†	−32.4	−12.1	−56.7
+36.8	−32.4	+ 1.1†	+ 2.3	−51.3	−58.7
+11.8	−12.7	−36.7	−29.2	−54.1	− 4.0
+11.8	−12.7	−36.7	−29.2	−54.1	− 4.0
Difference 25.0	19.7	..	..	..	..
	..	37.8†	31.5	2.8	62.7
+30.9	−27.6	− 8.8	− 5.5	−51.9	−45.2
−36.2	−38.1	+37.8	+18.9	−66.3	−70.9
−31.4	−43.2	+26.1	−10.6	−23.4	+10.5
−29.1	−26.3	−15.9	−11.9	−49.0	−59.6
−30.4	−32.3	+ 2.6	− 8.4	−41.8	−36.2
−52.1	−25.7	+70.3	−31.1	−68.2	−23.2
−37.1	−31.9	+ 1.9	− 8.4	−23.4	+83.6
−51.3	− 8.1	+ 1.2	− 1.0	−46.3	+18.7
−45.1	−22.2	+19.1	−11.8	−43.8	+30.3
Difference 14.7	10.1	16.5	..	..	..
	..	..	3.4	2.0	66.5
−38.2	−26.9	+11.3	−10.2	−42.8	− 0.9

‡ See Note at the end of Table.

Comparison of the Different Districts of England and Wales

Divisions.	Inhabitants.	Real Property.	Realized Properties.	Progress of Instruction.
DISTRICTS AND COUNTIES.	Population in 1841.	Proportion per Cent. of Real Property Assessed to the Income Tax in 1843, above and below the Average to the like Population in England and Wales.	Proportion per Cent. of Persons of Independent Means in 1841, above and below the Average of all England and Wales, upon the like Population.	Excess or Deficiency per Cent. of the Men signing the Marriage Register with Marks in 1844, as compared with 1839-40, in each County.
VIII. *Northern and Midland Mining and Manufacturing Counties.*§				
VIII. A. Counties of Least Instruction :—				
Cheshire	395,660	−11.45	−23.8	−4.
Lancashire	1,667,054	−13.74	−28.9	+1.
West Riding	1,154,101	−12.69‡	−33.4	−3.
Staffordshire	510,504	−11.33	−42.9	..
Worcestershire	233,336	+ 5.87	−20.0	..
Total	3,960,655	−11.74	−31.0	−0.9
VIII. B. Counties of Most Instruction :—				
Derbyshire	272,217	− 6.08	−31.9	−4.
Gloucestershire	431,383	−10.85	+32.3	−2.
Warwickshire	401,715	+ 9.11	−20.3	−1.
Leicestershire	215,867	+18.00	−27.7	−2.
Nottinghamshire	249,910	−15.26	−31.2	..
Total	1,571,092	− 1.63	−10.6	−1.8
Balance on the side of Least Instruction	..	..	..	..
Balance on the side of Most Instruction	..	10.11	20.4	.9
Total Northern and Midland Mining and Manufacturing Counties	5,531,747	− 8.87	−25.2	−0.9

SUMMARY OF THE LEAST

II. *South Midland and Eastern Agricultural Counties*	1,877,247	+ 7.66	−14.7	−2.2
V. *The South Midland Agricultural Counties, with Domestic Manufactures*	857,108	+12.18	− 2.5	−2.2
VI. *Western (Celtic) Agricultural and Mining Counties*	1,387,237	−27.70	− 8.3	−2.8
VIII. *The Northern and Midland Manufacturing and Mining Counties.*	5,531,747	− 8.87	−25.2	−0.9
Total	9,653,339	− 6.49	−18.7	−1.6

§ See Note at the end of Table.

a respect to Ignorance, Improvidence, Crime, &c.—*continued.*

Ignorance.	Improvident Marriages.	Bastardy.	Pauperism.	Criminal Commitments.	Savings.
Proportion per Cent. of the Men signing the Marriage Register with Marks in 1844, above and below the Average of all England and Wales, upon the like Number of Marriages.	Proportion per Cent. of Marriages under 21 Years of Age in 1844, above and below the Average of all England and Wales, upon the like Number of Marriages.	Proportion per Cent. of the Births Registered in 1842, which were of Illegitimate Children above and below the Average of all England and Wales, upon the like Number of Registered Births.	Proportion of Paupers Relieved in 1844, above and below the Average of all England and Wales, upon the like Population.	Proportion per Cent. of Commitments above and below the calculated Average for all England and Wales, on the same Amount of Male Population of the like Ages, in 1842, 3, 4.	Proportion per Cent. of Deposits in Savings Banks 20th Nov., 1844, above and below the Average to the like Population in all England and Wales in 1841.
+ 0.4	+39.6	+40.3	−30.0	+34.5	− 3.5
+22.1	+ 7.8	+28.8	−14.5	+10.1	−19.7
+17.9	+67.8	+ 5.3	−19.6	−23.4	−34.9
+31.3	+34.0	+10.2	−25.8	+22.7	−36.5
+37.3	+17.2	− 7.3	−12.2	+54.7	+12.9
+21.5	+29.6	+18.1	−18.9	+ 6.9	−22.7
−13.6	+ 9.5	+20.6	−14.4	−32.7	−18.0
−13.2	− 5.1	− 9.5	− 3.0	+54.0	+25.4
+ 0.3	+ 0.1	−23.7	−23.9	+39.0	−22.1
− 2.8	+110.5	+ 6.9	+18.1	+40.3	−43.2
+ 1.9	+ 58.4	+46.8	−26.0	−12.5	+12.8
− 5.6	+ 26.7	+ 4.1	−15.1	+22.5	− 5.7
Difference 27.1	..	..	..	15.6	..
	2.9	14.0	3.8	..	17.0
+14.9	+ 28.9	+14.6	−17.8	+11.2	−17.9
INSTRUCTED DISTRICTS.					
+33.8	+38.8	+12.6	+39.5	+12.7	− 7.6
+27.3	+55.2	+ 0.9	+28.1	+28.1	−15.9
+30.9	−27.6	− 8.8†	− 5.5	−51.9	−45.2
+14.9	+28.9	+14.6	−17.8	+11.2	−17.9
+21.0	+25.5	+ 9.8	+ 1.0	+ 4.0	−19.6

Comparison of the Different Districts of England and Wale

Divisions.	Inhabitants.	Real Property.	Realized Properties.	Progress of Instruction
DISTRICTS AND COUNTIES.	Population in 1841.	Proportion per Cent. of Real Property Assessed to the Income Tax in 1843, above and below the Average to the like Population in England and Wales.	Proportion per Cent. of Persons of Independent Means in 1841, above and below the Average of all England and Wales, upon the like Population.	Excess or Deficiency per Cent. of the Men signing the Marriage Register with Marks in 1844, as compared with 1839-40, in each County
				SUMMARY OF THE MOST
I. *Southern Agricultural and Maritime Counties*	1,911,597	− 5.42	+21.7	−0.9
III. *Two Metropolitan Counties* . .	2,159,314	+22.64	+66.6	..
IV. *North Midland and North Eastern Agricultural Counties* . .	936,058	+29.88	−16.5	−1.7
VII. *Northern Agricultural and Mining Counties*	1,246,433	− 3.08	+ 8.7	−1.9
Total	6,253,402	+10.02	+28.9	−0.8
Balance on the side of Districts of Least Instruction	..	..	..	.8
Balance on the side of Districts of Most Instruction	..	16.51	47.6	..
Grand Total of England and Wales	15,906,741	..	..	−1.2

* Arising from one of the lowest districts of the metropolis being included in Kent.

† For the reasons stated in the note on columns 26–8 of Table XIII., in the Appendi I think that the bastardy in these districts is much understated: the evidence of the ma riage registers in 1830 showed South Wales then to stand +157.5, North Wales +23. and Monmouthshire +65.2; making Wales and Monmouthshire together +83.5, and t difference in favour of Cornwall 121.0 per cent.

In comparing these data, we may place apart the two metropolitan counties, which contain the densest and wealthiest population, with the most instruction, the least ostensible incontinence, the most savings, and a proportion of crime rather under the average of the neighbouring agricultural counties, and 11·3 per cent less than that of the contiguous agricultural counties with domestic manufactures. These figures appear somewhat startling, and yet more do those (in the annexed Table XIII.), which show that the crime of Middlesex alone is 2·3 per cent. below the average of all England and Wales; a high testimony to the character of its

pect to Ignorance, Improvidence, Crime, &c.—*continued.*

norance.	Improvident Marriages.	Bastardy.	Pauperism.	Criminal Commitments.	Savings.
oportion r Cent. the Men igning Marriage legister th Marks n 1844, ove and below Average of all gland and Wales, n the like Number Marriages.	Proportion per Cent. of Marriages under 21 Years of Age in 1844, above and below the Average of all England and Wales, upon the like Number of Marriages.	Proportion per Cent. of the Births Registered in 1842, which were of Illegitimate Children above and below the Average of all England and Wales, upon the like Number of Registered Births.	Proportion of Paupers Relieved in 1844, above and below the Average of all England and Wales, upon the like Population.	Proportion per Cent. of Commitments above and below the calculated Average for all England and Wales, on the same Amount of Male Population of the like Ages, in 1842, 3, 4.	Proportion per Cent. of Deposits in Savings Banks 20th Nov., 1844, above and below the Average to the like Population in all England and Wales in 1841.
STRUCTED DISTRICTS.					
−10.8	−32.8	−11.2	+14.6	− 2.8	+32.4
−58.1	−62.5	−48.5	−12.5	+11.3	+55.6
+ 9.5	− 1.0	+10.2	− 3.6	− 4.3	+ 8.7
−38.2	−26.9	+11.3	−10.3	−42.8	− 0.9
−32.5	−39.9	−16.3	− 1.7	− 6.1	+30.3
..	..	..	..	..	..
53.5	65.4	26.1	2.7	10.1	49.9
..	..	..	..	..	..

The real property and crime of the several ridings of Yorkshire appear to be the , simply because the returns are made only for the whole of that county without nguishing the ridings, though each of them is equal to some of the whole counties. It is very difficult to divide these counties into separate groups; but the greater e going with the more southern, speaks favourably in this one respect for the ry districts, though the general result is very unfavourable to the *manufacturing.*

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fixed population, when it is borne in mind that the vice and misery bred in the surrounding counties draw into the metropolis as to their last home. The condition of metropolitan society, however, presents peculiarities into which it is not now possible to enter; but no further remote than the contiguous counties on the north, classed as the South Midland agricultural counties with domestic and manufactures, we find the opposite extremes of ignorance, improvidence, and crime. Wales itself, with all its disadvantages of language, poverty, and remoteness, is not so ignorant, and stands at the opposite end of the scale with regard to crime, though low

in continence and providence. Nearly approaching to them in character, in every respect, are the whole of the South Midland and Eastern agricultural counties. Next in ignorance comes the vast population of the Northern and Midland mining and manufacturing districts, highest of all in improvidence, and over which spreads all the excess of crime which does not belong to the South Midland counties. Next above these come the North Midland agricultural counties, which are on the favourable side of the average in every respect, except one, where they are thrown on the opposite side by the incontinence prevailing in the border counties of the west. The southern agricultural and maritime counties present a marked advancement in instruction, and in relative superiority under every head; and still more marked for instruction, and a lower amount of crime, are the northern mining and agricultural counties, which stand at the head of the kingdom in both respects, but are only at the average of providence and continence.

Nor are the results shown by the column which indicates the progress of instruction less worthy of attention. The region making slowest progress in proportion to its ignorance is the great northern and midland mining and manufacturing district, in comparison with which the contiguous northern agricultural and mining district is proceeding at quadruple the speed to the extinction of this reproach to its local records, and every other at double the speed, except the southern agricultural and maritime district, which has only some 25 per cent. of advantage over it in this respect, and the metropolitan counties, which are absolutely stationary. The West Riding of Yorkshire shows a decided advance, but Lancashire in the north, like Berks, Dorset, and Devon in the south, and Northamptonshire in the middle of the kingdom, has positively retrograded. It is impossible here, however, to dwell upon all the indications conveyed by the preceding figures, extending as they do so far beyond the express purpose of their elaboration, which was merely to demonstrate the correctness of the previous outlines, themselves essential to an appreciation, or rather to an understanding of the following tabular abstract of the general results of my labours of inspection.

The first line of the figures in this Table, representing the schools supported by general co-operation, in towns possessed of educated classes of inhabitants, contains the great body of the British schools, and includes nearly all the best. They are the results of the endeavours of a limited Christian public, by voluntary exertions, to erect day-schools for the people into a *distinct class* of its institutions. Their aim is to be schools of religious and secular instruction, on terms satisfactory to the members of every Christian congregation, and yet under their joint management as citizens of a Christian state, and not under the exclusive superintendence of the heads of any one of the denominations as such. These form, in fact, the type of what is meant by a British school,

in the oldest and largest sense of the term; and all the rest make various approaches to it, according to the resources and the views of their promoters, and with undeviating adherence to the same rules with regard to the admission of children, whatever may be the constitution of their committees or their classes.

In the case even of this highest class, a careful examination of their own printed Reports will show how much their existence and maintenance is owing to the exertions of a few eminently liberal contributors, especially members of the Society of Friends; and their active life, to a few individuals peculiarly zealous in their superintendence. Nor does the total number of subscribers indicate anything like an universal support of the cause, or the treasurer's accounts a highly flourishing financial condition, though this officer generally has courage to retain his post so long as the master has not the hardihood to be perpetually representing the defective state of the school's supply of books, apparatus, materials, &c. The annexed Table will show the relative condition of each of the several classes of schools, whether supported by general co-operation or by a particular congregation. It is derived from the annexed Inspection Tables IX. (A, B, D), and will supersede the necessity of any further re-classification of the data therein contained. I shall have frequent occasion, however, to refer to the valuable experience of a number of those contained in the Inspection Table of Schools visited by invitation though unaided by public grant (IX. E), but it would produce merely an unprofitable distraction of the attention to add to the following Table a separate classification for numbers so limited as those of the schools contained in each section of it.

The nomenclature of this Table will be best appreciated after referring to my observations upon the constituent parts of the schools. Those are classed as good schools which are respectably supported, and are under teachers of fair ability and some training, conscientiously discharging their duties in every part of their school on the plan in which they have been instructed. The defective schools are divided into two classes, according as the defects appeared most pre-eminently to attach to the individual character of the teacher, or the want of better support and management in the school's affairs generally. The bad schools are those in which there is combined, with the greatest want of support, also neglected management and comparative incapacity, or want of training in the teacher. The terms throughout are relative, but used with deliberation. The results indicate the inferior number and inferior quality of the day schools, supported by particular congregations even in localities where there are moral and pecuniary resources for the foundation of a good school, in the maintenance of which the different denominations might co-operate. They show also the inferior quality altogether of the schools in the remoter manufacturing districts, whether co-operative or attached to par-

ticular congregations, as well as the unusually large proportion attached to such congregations in these districts. On the other hand, in the remoter places not manufacturing, it will be observed that the proportion supported by particular congregations again declines, and the quality relatively improves. Between this Table and the abstract of Table XIII., already given, there is a general agreement which cannot possibly be fortuitous. It is an agreement, indeed, nearly as close as that of cause and effect. (See p. 47.)

In glancing at this Table, it would be well to bear in mind that there can be no such thing on earth as a perfect school; and that our public and private schools for the higher and middle classes are far from laying claim to an immaculate character, and still farther from having it recognised. The schools for the middle classes, indeed, down to a very recent period, have been such as would be very fairly represented by those classed as "village schools;" nor have they yet advanced so far beyond them as appears generally to be assumed. A wide field for criticism, therefore, is necessarily presented by these subscription schools, designed to educate many who would otherwise be wholly neglected, and imprint a somewhat more elevating character on such instruction as would be self-sought for their children by the artisan, the little tradesman, and the peasant farmer. Neither is it less worthy of remembrance that for the *moral* services to be rendered by a school, for which its supporters chiefly contribute, there is amongst these classes no "efficient demand," simply because they, and too many persons in a much higher condition of life, are commonly quite insensible to their value. Free trade in popular schooling, therefore, offers no remunerating price, except for progress in the mechanical arts of reading, writing, and arithmetic; to the equal neglect, as commonly happens, of both intellectual and moral *education*. Good popular schools, therefore, must always be the result of aggressive movements, on the part of the better elements of society, whether by means of the voluntary co-operation of limited numbers, or of the exertion of their legitimate influence to obtain supplemental means from the general resources of society, and likewise a proper attendance of the children. The question of demand and supply sufficing for the education of the poor is, in fact, universally decided in the negative, wherever we witness the formation of a voluntary society for its advancement, as much as it would be by the enactment of a rate for the support of public schools; and the struggle which such aggressive education has everywhere to make against ignorance, indifference, and the poverty of means, necessarily entails imperfection, at the same time that it challenges our warmest sympathies.

General Results of Inspection.

Table showing the several Classes into which the Day Schools, aided by Government through the British and Foreign School Society, and now Inspected, may be arranged, with reference to Locality, Character, and Support.

Locality.	Support.	General Results of Inspection.												
		Good Schools.			Schools Defective, chiefly through defect of Teachers.			Schools Defective, chiefly through defect of external support or Management.			Bad Schools.			Not Inspected in detail.	Total of Schools.
		Boys.	Girls.	Both Sexes	Boys.	Girls.	Both Sexes	Boys.	Girls.	Both Sexes	Boys.	Girls.	Both Sexes		
British Schools in towns possessed of educated classes	Supported by general co-operation	63	59	4	18	6	1	5	9	..	2	1	..	11	179
	Supported by a particular congregation	5	5	1	4	1	..	4	4	1	2	2	..	1	30
	Total	68	64	5	22	7	1	9	13	1	4	3	..	12	209
British Schools situated in peculiarly poor or remote, though populous, neighbourhoods of manufacturing districts	Supported by general co-operation	2	1	2	1	1	1	3	2	1	2	2	..	2	20
	Supported by a particular congregation	1	1	3	2	..	1	4	5	2	1	1	..	2	23
	Total	3	2	5	3	1	2	7	7	3	3	3	..	4	43
British Schools situated in poor, remote, and not populous neighbourhoods, in districts not manufacturing	Supported by general co-operation	4	..	3	2	2	2	1	1	1	..	..	..	..	16
	Supported by a particular congregation	..	..	3	..	..	..	..	..	1	..	..	..	..	4
	Total	4	..	6	2	2	2	1	1	2	..	..	..	..	20
Village Schools, all situated in poor, remote, and thinly populated neighbourhoods, in districts not manufacturing	Supported by general co-operation	..	..	5	..	..	3	..	..	7	..	..	..	2	17
	Supported by a particular congregation	..	..	3	..	..	3	..	..	4	..	..	..	2	12
	Total	..	..	8	..	..	6	..	..	11	..	..	..	4	29
	Grand total	75	66	24	27	10	11	17	21	17	7	6	..	20	301

The inspection of each school was commenced by obtaining from the most active members of its committee as complete a history of it as possible, both financial and moral; together with an exposition of the present state of its property and finances. I then made a rough measurement plan and survey of the schools, and obtained an outline of their working constitution, and of the school agency; requiring the whole of the information in a detail and with an exactness, which only the great indulgence of the parties could ever have enabled me to attain. As these data will, however, enable their Lordships to supply both them and their friends with the results of their united experience, the collection of the information will, I hope, prove of some practical value to them, at the same time that it was essential to any fair and candid estimate of the teachers' labours. An inspection of the schools, of which there were generally two under the same roof, occupied the remainder of the day, protracted much beyond the ordinary school hours with the elder classes; and finally, at the end of each week, I have incorporated the whole of my notes into a detailed report upon each establishment, the most salient points of which were weekly transmitted to you for the information of their Lordships, and a much briefer abstract of it will be found in the observations contained in Table IX. of the Appendix. Nor was my inspection a hasty one, directed to the upper part of each school only: I have generally gone through each class, from the bottom to the top of the school, in their several exercises, so as to form a fair estimate of what was *doing* in each school, when to attempt to apply any exhaustive test of what had actually been *done*, would have required statistics of the ages, attendance, &c., of the children, such as it would have been impossible for a teacher, unadvertised of my wishes, to supply. Dwelling more upon the state of the upper classes, I there revised the results of the operations below; and upon any simple text in their reading-books, found no difficulty in proving to what degree of analytical precision in the use of the language before them their faculties had been cultivated, or to what extent a consistent intelligence upon the subject matter of it had been awakened among them; to what higher rules of arithmetic each could proceed after commencing with the lower; what was the character of their writing and their capacities of expression; and what was the extent to which their elementary knowledge of the globe which they inhabit, and of the physical and moral elements around them, had, in fair sequence, been carried. It will be observed, however, that the whole of the children actually present in each school at the time of my visit do not always appear in the reading classes in the inspection tables, in which I have inserted only those whose acquirements I had an opportunity of severally testing, a more rapid glance being made of the progress of the remainder; for however much I might prolong the hours, this was all that I could accomplish in a single afternoon devoted to each

institution (although it might comprise two or three schools) after the morning had been occupied with its committee and officers, in collecting the particulars of its history and its external circumstances. I look forward to a second tour of inspection with great interest, for the opportunity which it will afford me, when disembarrassed from attention to so many details concerning the material interests of the several schools, of making a far more complete inspection of the whole in less time than has been occupied in a first circuit.

The *present* purpose of a Christian education, as contemplated by the ablest supporters of the schools which I have been commissioned to inspect, appears to be, to make its recipients *good;* to make them *wise* (wise unto salvation and therefore unto virtue), as a *means;* and *great*, as a *consequence*, so long as "righteousness exalteth a nation, and sin is a reproach to any people." Such an education does not contemplate merely the development of *physical* strength and *intellectual* vigour, and their combined application to *arts*, enabling men to contend with the elements of nature and society for an individual subsistence on the earth; but it likewise has regard to their *passions* and their *affections*, under the conviction, that, overborne by the intoxication of the former, amidst the wiles to which our inborn pride exposes us, they will never refrain from doing evil that fancied, selfish, illusory good may come of it, unless nurtured, in affections as well as in principles, in habits as well as in words, to aspire, with the blessing of the Holy Spirit, to that glorious career of growing purity and peace promised by their Creator and opened by their Redeemer to every contrite and believing heart. Education, in this, its highest sense (embracing physical, intellectual, industrial, moral and religious education), they are well aware is not the work of the school only, but likewise of the church, the Sunday-school, the home, the play-ground, the street, the workshop, the field, the mine, the tavern, and the court-house. They are equally aware that no sane individual, in any conceivable state of society, can escape education in every branch, either to truth or error, to good or evil; that the choice to be made for them is not between "education" and "no education," but between "good" and "bad" education. Distrusting, and with reason, the education which is given to the poor by the "world," —by the unregulated influences which bear upon them in the scenes of their daily life,—their conception of a school for the children of the poor, is, that it should be a little artificial world of virtuous exertion, in which, with God's blessing, every available influence of good should be brought to bear upon them for as many hours as possible, to nerve them, under the armour of humility, against the present, the future, the inevitable dangers and temptations which daily attend their "going out" and their "coming in."

"The duty which you call on your fellow-countrymen and fellow-Christians to unite in discharging," states the Twenty-third Report of the Committee of the Central Society, addressed to its

constituents, in 1828, "is not the peculiar work of any of the churches, but part of the general duty of caring for the poor. You leave to the Christian ministry that guardianship of the tenets and discipline of their respective communions which peculiarly belongs to it, in respect to the poor as well as others. You leave to the magistracy the protection of their persons and property. You appropriate to yourselves the task of seeing to their instruction in reading, writing, and such other useful arts; and in occupying this field, far from interfering with those engaged in other departments, you greatly assist them. You present to the Christian ministry a population civilized by discipline, and having minds stored with the truths of that Book which it is one great office of the ministry to expound. You serve the magistracy by gathering into your schools children who might otherwise be exposed to all the temptations of idleness. You diminish the pressure on the poor rates by cultivating those capacities, calling forth those resources, and helping to form that general character which have raised the poor elsewhere above the necessity and shame of pauperism, and which you trust will yet do the same for England. But amid all this, you desire chiefly to cultivate a love for religion, and to assist, without in the slightest degree interfering with, the office of the Christian ministry. By the reverent use of Holy Scripture in your schools, you make an open avowal that, however valuable other knowledge may be, however desirable that children should be instructed in reading, writing, ciphering, and other secular arts, religion is that to which all else must be held as subordinate, and, in comparison with it, as of very inferior and merely passing importance. It is also a part of the discipline of your schools which your Committee would most anxiously press on the notice of all District Committees, so that it may be in no case lost sight of, that on every Lord's day the children attend the places of worship and the Sunday-schools of which their parents approve. Such are the duties which, as representing in the mean time the general public of England, you are solemnly obliged and perfectly warranted to unite in discharging. Such are the principles by which you are guided; principles tending to dignify all persons of rank, wealth, and influence, who act upon them, by making them impartial administrators of a great public benefit, and which at the same time do all honour to the word and ministry of our Lord Jesus Christ. This only is to be lamented, that they are not sufficiently understood nor acted upon though recommended by His Majesty's patronage to every loyal subject, and by their inherent worth and practical utility to every pious and sensible man.

"The first great and leading principle of all sound education," proceeds the Society's Manual, "is, that it is a teacher's duty to pay more regard to the formation of the *character of his scholars*, than to their success in any, or in all the branches of learning professedly taught. With a view to enlighten their judgment,

and to bring them under the influence of right impressions with respect to moral good and evil, it is considered to be of the utmost importance that they should, from the first, be taught to distinguish between matters of permanent and immutable obligation, and mere comparative degrees of attention and diligence. Every manifest infraction of the Divine law ought, therefore, to be treated in a very different manner from slowness in the common school exercises, or, even, from the petty misdemeanors of unthinking and volatile minds. On occasions of the former kind, teachers are expected to show that visible concern and sorrow, which such offences will undoubtedly excite in every virtuous mind; and, if possible, to bring the offender, by earnest remonstrances, to a conviction of his sin.

"Although the present inadequate provision for the religious nurture of the young, and the too-frequent deficiency of sound domestic discipline, make it highly necessary that in public day-schools special regard should be paid to religious and moral instruction, it is not intended that these should supersede other efforts; and, least of all, those which the members of particular churches may deem it proper to make for the benefit of the families of the poor in their connexion. In all such efforts, when pursued in the spirit of Christian affection and fidelity, the Society recognizes an important auxiliary to its own operations, as it trusts also these operations will prove to them. * * *

"*Deference to parental authority*, united with regard to parental assistance, is another important principle not to be lost sight of. Parents are the natural guardians of their children; and, however they may occasionally be sunk in ignorance and vice, they seldom entirely lose a sense of their responsibility, or become altogether incapable of exercising authority to some good purpose; so that, in a great majority of instances, the most beneficial results may be derived from a clear acknowledgment of their claims, and a sedulous courting of their assistance. The British system respects this natural and important principle in various ways. While it requires that no scholar shall desecrate the Lord's day by idle sports, and by the neglect of Divine worship, it leaves to the parents to direct in what manner and at whose hands their children shall on that day receive religious instruction. Teachers are recommended to maintain a constant communication with parents respecting the habits and principles of the scholars; by which means they may greatly improve the influence of parental authority, and also strengthen both that authority and their own; as their pupils will thus perceive that there is a cordial co-operation between their natural guardians at home and the authorities they are taught to respect in school. Besides these visits, there ought also to be one annual, if not four quarterly Public Examinations, to which the parents and friends of the scholars should be expressly invited. The prescribing of home-tasks presents another mode by which parental interest may be excited, and parental assistance engaged.

"*Respect for the teacher,* and implicit obedience to his commands, are principles which should be assiduously cultivated; but it must be the respect of dutiful affection, not that proceeding from slavish submission. Higher motives will, doubtless, grow up, as the scholars become better acquainted with a good teacher's character, and more capable of appreciating qualities that command respect; but, even before they have all advanced thus far, habits of prompt obedience must be universally established. With children who are restless, volatile, and unused to restraint, mechanical motions of the body, as they are at once easily understood, and readily performed, afford the best means of inculcating these habits; and no teacher ought to rest satisfied until he has brought every child to sit, stand, speak, or be silent, on the instant of the command being given. Until this point be gained, time is daily lost, not only to the careless and disobedient, but to the whole school; and, when habits of partial obedience have once been tolerated, the difficulties to be overcome are greatly increased. If, on the other hand, teachers will respect their own authority, by never giving commands which they do not expect to be immediately obeyed, nothing will be found more easy than to make obedience the general and settled habit of the school.

"But, it is not by means of respect for authority, nor by habits of obedience alone, that British schools propose to accomplish their objects. There are, indeed, many exercises which mere authority may enforce; but, under such a course of discipline, intellectual improvement would be slow, and the results on the temper and character would be worse than doubtful. Happily, no sooner is this, the first step as it were, of the teacher's progress past, than abundant resources are presented for securing a course of occupation, at once pleasant and profitable, which it is the province of system to methodise, and regulate to the best advantage. To a healthy child, the activity of the mind is not less natural than that of the body. As by free and voluntary movements the limbs and muscles are strengthened and invigorated, not only without pain, but with positive delight, so it is with respect to the mind. But, if we would excite free and pleasant mental exertions, the mind, in its first efforts, must be invited to no more exertion than is suited to its infant capacities, and its limited knowledge. Commencing thus, its powers will be found at every step to acquire new force and elasticity, to be capable of greater and greater attempts, and of longer attention to one subject; and these advancing energies it must be the object of the teacher so to discipline and inform, that, in their progressive development, they may come more and more under the permanent influence of right principles, and be applied to those objects only which are innocent and useful. * * * * * * *

"From these and many other considerations it will be evident that the profession of a schoolmaster calls for the highest princi-

ples, and the strictest moral propriety, in all who would enter it. Teachers of all kinds, being brought into frequent intercourse with persons whose characters have yet in a great measure to be formed, and are deficient in strength and consistency, ought ever to present the brightest examples, while they inculcate the best principles. How peculiarly does this rule apply to those who go forth to teach the Bible—a book, to the doctrines and precepts of which too much deference cannot be paid, but which must inevitably be exposed to more or less of irreverence and disrespect when placed in the hands of a teacher who practically departs from its principles.

"It is of importance, also, that a teacher should have decided views of religion; that he should himself have experienced somewhat of the value and excellence of the book whose truths he communicates, and that he should strictly conform to all the public services of religion. The children under his care will, in this respect, be, no doubt, much influenced by his example. Good health and physical energy are also very important, and in no small degree depend on the habits of the individual being under the constant control of sound judgment and of Christian principle.

"To combine firmness with affection is not always easy; but it is an acquisition so important to ourselves and to others, that a teacher's endeavours to attain it ought to be strenuous and unceasing. Lastly, the strictest impartiality in disputes between the scholars, even where a notorious superiority of character in the offender presents a strong temptation to favouritism, must be carefully maintained. Children are extremely quick in detecting unfairness; and the least suspicion of it in their teacher must have a strong tendency either to diminish their respect for him, or to vitiate their own sentiments of justice and propriety."

In the British schools, therefore, we seek for a continuation (too often even for a commencement) of the work, which, in its earlier stages, is properly that of a good infant-school.

1. To cultivate and strengthen all the faculties of the body and the mind by healthful and appropriate exercises, without books.

2. To convey that elementary instruction in the use of reading, writing, and arithmetic, for the full *rationale* of which the necessities of the poor will never allow their children to wait.

3. To awaken them to the study of and cultivate a reverent and affectionate regard for the words of Divine truth.

4. To convey to them the barest rudiments of human science (to which the term "useful knowledge" is too often restricted), especially such as admit of immediate application to their own condition and circumstances.

5. To habituate them to such mechanical and domestic industry as will give them most capacities of general usefulness.

6. To surround them with a moral atmosphere purely Christian

and derived from that Source which alone can inspire it, and tender the human heart to its inmost core.

The last is wholly dependent on the individual character of the teacher. The cultivation of the physical health of children, under the eye of the teacher, seldom holds a prominent place in the scheme of the existing British schools, nor can it, while there is only one adult or adolescent teacher to each school; but the development of their mental capacities, beyond that which is necessarily incident to instruction in the rudiments of language and in the first rules of arithmetic, is now the object of express exercises, though still subordinate to the technical instruction. A passage of Scripture read to the assembled school by the master, and briefly explained by him in a conversational manner, is the opening exercise of the day, sometimes with and sometimes without prayer; and usually half the day's exercises in reading, sometimes the whole, are upon the text of Holy Writ. The rudiments of science are commonly the subject of lessons in the secular reading-books of the most advanced classes, and likewise form the subject of occasional collective lessons in the nature of conversational lectures, commonly introduced at the end of the day's labours. The industrial arts taught in British Schools are limited to needle-work for the girls, and drawing for a few of the top boys, under the conviction that nine-tenths of the children are allowed but too brief a time even to learn sufficient of reading, writing, and arithmetic, and that instruction in the employments by which they are to earn their bread will be imposed upon them early enough and with sufficient rigour by the necessities of their parents. This consideration does not in the least impugn the value of such a department of instruction in itself, and many an hour now wasted in listlessness by the younger children in British Schools, would be better occupied by plaiting straw, as in the village school at Buck-hill, or in any little silent manual occupation, though it had scarcely more than the appearance of usefulness. In the straw-plaiting and pillow lace-making districts, such an arrangement might palliate in some degree the evil effects produced by these trades in depriving the children of all proper instruction; for though a public school will never produce such good plaiters and lace-makers as the stifling hives of the dames, the parents might forego some of this excellence for the sake of the instruction, in the hope of perfecting presently that dexterity of the fingers of which they would be quite hopeless were the children not set to work from their infancy.

The second and third of the objects embraced in the preceding enumeration are still the principal, as they seem at first to have been almost the sole objects of solicitude to the promoters of British schools. Some of the early Lancasterian schools, if I may judge from instances which came under my notice, of old

schools still conducted by their original masters, appear, indeed, to have been designed, in strict accordance with the character of the age in which their benevolent founders opened them, to instruct and practise, as well as they could, a *great body* of children in the technical arts of reading, writing, and arithmetic, the first chiefly exercised upon the unvivified language of Holy Writ,—in fact, to do for a large number precisely what the village schoolmaster was then and is still doing for a few. The emulation of the masters being chiefly directed to numbers, the size of the school was the chief measure of success; and though the best masters all endeavoured to give an intellectual character to the instruction of their top boys, they seem often to have failed in the tone of it for want of laying the first modest foundations at an earlier stage of progress. The difference between such schools and those which contemplate all that is embraced within the scope of the modern schools, and accomplish much of it, is enormous; and the existing state of the schools which I have visited exhibit, according to their masters' education, capacities, and state of training, every step in the progress from one state of things to the other,—a progress strongly marked by the gradual decline in the numbers which it is contemplated that any one master can really teach. At first it was not limited to less than 1000; presently it declined to 500; then 300; now 200 is considered a good school for a single teacher to manage, and this is about the attendance in the schools of the ablest, and therefore best-paid, teachers. To be the best paid, as their merits demand, they have, indeed, to get advanced to positions in which they can and do assemble about them a large body of children; a larger, indeed, than they can educate with that efficiency which themselves desire; but the pence are the principal source of the master's subsistence, and procure for those paying them more advantage, at all events, than they could obtain for the same money elsewhere. Hence, however, it follows, that the ablest teachers are not limiting their exertions to the average number of children in attendance, but have about double the number; and the superior emoluments being unattainable without this excess of numbers, the emulation of reward is still held out to him who can do something for a great number, rather than to him who will give a higher character to the education of a smaller. One emulous to accomplish this must seek a field for his exertions in the service of the middle classes; or if this be not available (since their views of the functions of a schoolmaster are still chiefly directed to his capacities for their technical and not their moral advancement), then in the ministry of the Gospel, to which a few of the most educated of the masters are, under these circumstances, constantly aspiring. This fact alone will suffice to show how imperfectly any school for the poor, under its present methods and scale of support, can fill up the outline of what it contemplates, while there is only one teacher in each school, and the

abler are proportionately oppressed with numbers. Something must be sacrificed, and what this is will appear by an attentive examination of each part of the school's internal constitution and operations.

The teachers in the British schools are appointed by the several gentlemen's committees,—those of the girls' schools commonly on the report of the ladies' committees,—and hold their offices during satisfaction, commonly with a provision for a quarter's notice on either side, after the expiration of a specified period of trial. All the schools under committees possessed of means and vigour, have teachers, whether male or female, who have received some training in the British and Foreign School Society's Normal Institution, in the Borough-road, London, except in the unfrequent instances in which they have employed teachers trained on the Glasgow system, or under the masters of a few of the best provincial schools on the British system. Of the 272 schools, inclusive of the village schools, contained in the preceding Table, 160 have male and 112 female teachers. Of the former, 139 are trained and only 21 untrained teachers; of the latter, 81 are trained and 21 untrained teachers. All have received their training in the Borough-road School, except two of the male teachers at the Tavistock British School, two at the Wareham British School, two both at the Glasgow and Edinburgh Normal Schools, one at the Edinburgh Sessional School only, one at the Sheffield Training School, and one under Dr. Bell's patronage. The schools which are ill supported or feebly managed (and these defects generally accompany each other) have commonly teachers whose nominal training has been limited to a few weeks' presence in the British School of a neighbouring town, to get some notions of "the system;" but "habits" being more powerful than "notions," ungraven by practice, their schools are generally rather schools of direct instruction by the teacher, with the mass of the children occasionally filed off into drafts, where, at all events, they *appear* to be at work, than they are schools of any monitorial efficiency, even for elementary instruction in reading, writing, and arithmetic. It is only 21 of the male teachers, however, who are thus untrained, and 31 of the female teachers, exclusive of those who are merely sewing-mistresses in schools for both boys and girls. Among these untrained female teachers there are included persons of considerable ability and zeal, a large portion of which is wanted through want of express training to collective instruction. It is true that "system" is ineffective without ability and zeal; but these are almost as ineffective for the education of numbers without "training;" and the truth of this is equally exemplified in the village schools. Only five of these have trained teachers; four, masters from the Edinburgh Sessional School, Dr. Bell's school at Aberdeen, the Battersea Training School, and the Lichfield Diocesan School respectively; and one, a female teacher, from the Borough-road.

As *village* schools, however, I can rank none of them as "bad." Out of the total number of 29, 24 are under male and only 5 under female teachers.

In regard to Christian character,—the paramount qualification in the instructor of youth,—I humbly believe the teachers in the schools upon which I am now reporting, to form, as a whole, a most exemplary body. Nothing is more inevitably betrayed than the contrary, in the tone and condition of a school, in the course of an inspection which challenges the hearts and minds of every child in each class, without disturbing him from his place in it. Schools I saw, undoubtedly, in which the letter was more abundant than the spirit, and in which the vanity of teaching was greater than affectionate devotion to the best interests of the taught; and such there will be in every class of seminaries; but it is with a deep sense of thankfulness that I offer my humble and imperfect testimony to the truly Christian character of the British schools as a whole. With the exception of one or two schools which had been neglected and allowed to fall into the hands of unaided and unfriended individuals, who felt that they were keeping their *own* schools, in fact, though within the walls of a public building, the teachers, I understood, were all members of some church or congregation, agreeing, I believe, in the doctrinal articles of the Church of England, and in which their religious progress had been a work of time. With this great advantage, it is not surprising to find the hearts of a large majority of them opened to the exertion of every power which they possess. Nor is there, on the whole, any lack of energy; the great deficiency, in a considerable number, is a lack of mental alertness, entailed by the want of ampler early education; a number rendered larger in proportion to the whole than otherwise it would, by some of the more gifted finding their way into higher occupations, while others, their early compeers, have been diverted from entering the career by the better price offered in other marts of talent.

Nor is the schoolmaster of the poor, under present circumstances, expressly brought up to the work, as an apprentice to his trade, or an articled pupil to his profession; for though nearly one-fourth of the teachers of whom I asked their former occupation appeared to have been teachers through their youth, they had, as a necessary consequence of their employment as ushers, or in village schools, acquired habits of slow individual instruction which they could never afterwards shake off, and which place them generally low in the scale of actual efficiency as collective teachers of larger numbers. In the untrained village teachers these habits are so strong, that when accompanied by an opinionative temper, proportionate to the remoteness of the region and the narrowness of their experience, I found the good and simple class books of the British and Foreign, and other Societies, unused

though provided. Out of 82 teachers of whom I asked their former occupation, 19 had been employed in teaching from an early period of life, 8 as clerks, 5 as shoemakers, 5 as cabinet-makers and carpenters, 5 as clothiers, 4 as farmers, 4 as linen and woollen drapers, 3 as coach-painters, 2 as warehouse-men, and the like number respectively as shopmen, gardeners, grocers, and builders, and 1 in each of the occupations of artist, master-painter, engraver, cutler, stockmaker, labourer, plumber and painter, clothier, weaver, spinner, baker, compositor, fancy-ivory worker, tailor, coach-fringe maker, ironmonger, soldier, stone-mason, brazier, chair-maker, confectioner, miner, hatter, and commercial traveller. Only a minority, as boys, had apparently received more than limited elementary instruction, from which they had been early taken to their several trades, while pursuing which, associated with some society of Christians, gaining religious experience and knowledge of the world and of themselves, they have usually acquired a love for teaching by practising it, with some success and approbation, in Sunday-schools, though with little perception of organization and method. Hence, however, the bent which has commonly brought them into their more recently adopted career, in many cases soon after they became their own masters, and commonly within the first five or ten years after. Thus out of 131 masters of whom I asked the question, 28 appear to have taken up their present occupation between 15 and 20 years of age, 57 between 20 and 25, 32 between 25 and 30, and only 14 at more advanced ages. The efforts at self-instruction to fit themselves for this new station have often been great; but, with limited time and opportunities, they seldom obliterate all traces of the original narrowness of their course. Nevertheless, with the exception of a few teachers who have received a more liberal middle-class education, the best teachers of assembled numbers appeared to me to be the most earnest, vigorous, and warm-hearted of the men who had come from their trades; for though frequently possessed of less education than those who had been earlier teaching, their powers of governing and animating a large body of children are generally much greater. The labours of such men, with all their scholastic deficiencies, still further demand our respect, while the teachers' emoluments remain below those which they could have commanded in their several trades; and so long as the problem has yet to be solved, whether schoolmasters for the poor, at the present rate of emolument, can be brought up, as a class, expressly to their profession, all through the long and difficult period of adolescence, without either cultivating their minds to a degree which will qualify and enable them to obtain higher occupation, or dwarfing them into a dangerous shallowness by the constant habit of teaching without learning.

It is already the object of generous and devoted effort to solve

this problem; but in the class of schools under my inspection, the next practicable step will, probably, be to increase the allowances to monitors, so as to retain, at all events, a few of the ablest until the ordinary age of apprenticeship; next to encourage a few, by small exhibitions, to continue as assistant teachers through some of their years of adolescence; and finally, when, out of these two classes, there shall come an augmenting and improving class of candidate teachers (even though returning from industrial occupations, after the lapse of a few years, in the course of which they shall have acquired some Christian experience and knowledge of the world), to provide means for facilitating and improving their further education, and extending the term of their training; the usual term, which is much too short, being at present even reduced below its usual extent by an augmented demand for teachers, though at only the old rates of remuneration. By such means, younger and still younger men, of better and still better instruction, will be induced to enter the normal schools for a longer and still longer period of supplemental education, and of special training to their office. The defects entailed by the want of this more solid training are almost everywhere observable; but the preceding statements, which indicate the early age at which the teachers generally enter upon their office, show that there is no difficulty in obtaining men to give the best of their life and strength to the work of instruction, even though they shall have passed some years in manual industry.

The school committees, indeed, are in some instances too poor or too inconsiderate even to secure the whole of their teacher's capacities for the service of their school. To do justice to every section of a large school during school hours demands much exertion out of them, and the undistracted concentration of the ablest master's energies; and yet some of the masters are permitted and encouraged to seek, by subsidiary occupations, to eke out a better subsistence than their school emoluments afford them; and the invariable result is an enfeebling conflict of purposes, and a diversion of his affections into other channels of exertion. All the services of an inferior are better than part of those of a superior master; and where this is not perceived by the committee of a school, it indicates very strongly that they have been contented to limit their inspection of it to the top class, without extending it to the body of the school; which is first sacrificed, for the very reason that the sacrifice will for some time pass unobserved, although such a course entirely casts aside those aims at *extended* service which are contemplated by the subscribers. In these cases, either the value of the master's subsidiary emoluments should be made up to him, or he should be permitted to seek a more lucrative situation; the only just plea for exception being where the population and the number in his school are so limited that they

cannot supply occupation for all his energies, or the employment is one merely of trust and routine, which makes no mentionable demand upon them. The evening schools, which I found to be kept by 12 masters, do not come under either plea; nor does the private teaching of 8 more; nor the preaching of 2 more; nor the shopkeeping of 2 more; nor the farming and the printing of two others respectively. One is a deputy-registrar of births, deaths, and marriages; another postmaster for a village population; and a very few others are clerks and choristers in chapels, or deliver an occasional lecture encouraging to their own private studies; occupations whi h, under the local circumstances, are of a nature which does nota ffect their devotion to and efficiency in their several schools. Some of the village schools are in the hands of persons crippled from their youth; but not being cripples in heart or mind, their schools are rather above the average of their class.

The female teachers in British Schools generally come yet earlier to the employment than the male teachers; and if they have had any occupation previously, it has generally been in a private school. Out of 91 teachers concerning whom I asked this information, 33 became teachers in public schools between 15 and 20 years of age; 29 between 20 and 25; 15 between 25 and 30; and 14 at ages upwards of 30. Their early elementary instruction has not generally, I think, been carried beyond that of the masters on any solid foundation; but owing to the want of employment for unmarried women in England, they are, as a whole, derived from a somewhat more educated class than the masters. Indeed, young females from the labouring and mechanic classes, at an age bordering on womanhood, after having been away from school for some years, would scarcely be in a condition to take any such charge; and the girls' schools generally, therefore, fall into the hands of respectable young women springing from a somewhat higher class, and encouraged in their career by responsible patrons or committees. Their training is of much the same duration, apparently, as that of the masters; and the result, in the schools generally, is less of energy and activity than in the boys', but much more of neatness, propriety, gentleness, order, and quiet manual industry, which are carefully encouraged by the visiting ladies of the several committees. The greater proportion of female than of male teachers untrained, is a fair index to the generally weaker state of the girls' than the boys' schools, and the less importance attached to their intellectual cultivation.

It may perhaps be worthy of mention that out of the whole 301 schools, 115 are under masters who are married, while the remaining 69 of the male teachers are unmarried or widowers; and that only 24 of the female teachers are married persons, the remaining 93 being unmarried or widows. The female teachers married are generally wives of the masters of the boys' schools on

the same premises, and are not always trained teachers, except by their husbands' instructions, which do not invariably, in matters of school system and methods, prove quite effective. The figures above given, however, may safely be accepted as indicating what has already been alluded to in regard to the teachers in infant schools, that, wherever female teachers are employed, a smaller proportion will consist of those of middle age than when male teachers are employed, whose views in life are not liable to so sudden a change as those of the female teachers. Without the present ages of the parties, which I did not collect, I cannot reduce this element to a "law;" but it must never be forgotten, in comparing the advantages of employing the two sexes, that a larger *proportion* of the females than of the males will be without either the experience of years on the one hand, or the ductility of youth on entering into their profession on the other; and yet further, that the average period of service for which the expense of training is incurred will be less; considerations which, however, will merely dictate the necessity of training a still greater number than at present receive the advantage of so improving a course.

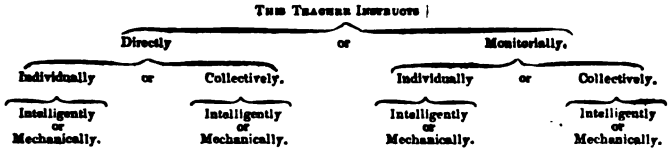
The following Table, in which the training of the teachers is compared with a summary of the state of the schools, and their circumstances with regard to locality and support, will not be without interest. (See page 62.)

To direct the children's capacities of heart and mind, the teacher must first awaken them; and their portal is the intellect, which he must therefore know how to use, or his words are vain. This knowledge forms the substance of good *methods* of instruction, which are the first requisite to a good school; for if they are *intelligent* some of the children may be well taught, but if *mechanical*, none. These methods may be used with each scholar *individually*, or with a greater or smaller number *collectively;* the former permitting a teacher to instruct very few, the latter a much greater number; provided he superadd to all the qualities of an intelligent individual instructor, a ready and vigilant use of certain little arts by which he can keep up the attention of the whole while he is ostensibly speaking only to a part; and provided likewise that the subject matter of instruction be those simpler elements of knowledge, which, among any large body of children, a considerable number may pursue with profit conjointly. This extension of a single master's labours, however, will not meet all the necessities of a school composed of such a number of children of such various ages as are assembled in the principal institutions now under notice. These demand the *delegation* of certain parts of the instruction to some of the elder children, more or less trained to convey it; and this delegated instruction, like the master's own, may be conveyed either individually or collectively; and hence the *monitorial system*, with its various modifications.

TABLE showing the proportion of TRAINED TEACHERS among those in charge of the DAY SCHOOLS, aided by Government through the British and Foreign School Society, and now Inspected.

Locality.	Support.	Good Schools.					Defective Schools.					Bad Schools.					Schools not Inspected.					
		Teachers Trained.		Teachers Untrained.		Total Schools and Teachers	Teachers Trained.		Teachers Untrained.		Total Schools and Teachers	Teachers Trained.		Teachers Untrained.		Total Schools and Teachers	Teachers Trained.		Teachers Untrained.		Total Schools and Teachers	Grand Total of Schools & Teachers
		M.	F.	M.	F.		M.	F.	M.	F.		M.	F.	M.	F.		M.	F.	M.	F.		
British Schools in Towns possessed of educated classes	Supported by general co-operation	64	51	3	8	126	24	9	..	6	39	1	..	1	1	3	6	5	..		11	179
	Supported by a particular congregation	6	5	..	.	11	7	3	2	2	14	..	..	2	2	4	1	..	..	..	1	30
	Total	70	56	3	8	137	31	12	2	8	53	1	..	3	3	7	7	5	..	..	12	209
British Schools situated in peculiarly poor or remote, though populous, neighbourhoods of manufacturing districts	Supported by general co-operation	3	1	1	..	5	5	1	1	2	9	1	..	1	2	4	2	..	..	..	2	20
	Supported by a particular congregation	3	2	..	..	5	5	3	2	4	14	..	..	1	1	2	..	..	1	1	2	23
	Total	6	3	1	.	10	10	4	3	6	23	1	..	2	3	6	2	..	1	1	4	43
British Schools situated in poor, remote, and not populous neighbourhoods, in districts not manufacturing	Supported by general co-operation	4	1	2	..	7	4	1	2	2	9	..	..	..	..	..	..	..	..	..	..	16
	Supported by a particular congregation	2	1	..	..	3	1	..	..	..	1	..	..	..	..	..	..	..	..	..	..	4
	Total	6	2	2	..	10	5	1	2	2	10	.	..	..	..	..	..	..	..	..	..	20
Village Schools, all situated in poor, remote, and thinly populated neighbourhoods	Supported by general co-operation	1	..	3	1	5	1	..	9	..	10	..	..	..	..	..	..	1	1	..	2	17
	Supported by a particular congregation	1	..	2	..	3	1	..	4	2	7	..	..	..	..	..	..	..	1	1	2	12
	Total	2	..	5	1	8	2	..	13	2	17	..	..	..	..	..	..	1	2	1	4	29
	Grand total	84	61	11	9	165	48	17	20	18	103	2	..	5	6	13	9	6	3	2	20	301

The following table shows the elements of organization which alone can have being in a school which has but one adult or adolescent teacher:—



Thus a teacher may mainly rely upon his own *direct* instruction of the children, either one by one, which would be *individually*, or in sections, which would be *collectively;* provided his proceedings be such as to maintain the collective attention of all comprised in each section, by demanding mutual corrections and rapidly passing from one child to another, without adherence to any specific order of succession, which would cause the greater number to sink into indolence at their posts. Whether he be instructing a class individually or collectively, he may, in a reading lesson, for example, open up and illustrate the meaning of each word in a passage and of the whole of it, and ultimately show the mutual relations of the words, and the connexion of the whole passage with the subject generally to which it refers, which, with analogous methods in teaching arithmetic, geography, &c., would be teaching *intelligently;* or he may restrict himself to the mere combinations of letters and sounds in reading, to the mere working of technical rules in arithmetic, and to the different patches of colour on the surface of a map, which would be teaching *mechanically*. On the other hand, he may rely for the instruction of the mass of the children on a delegation of his labour to certain of the older of them, whom he instructs himself, and places over the rest under the name of *monitors;* and he may require of them to teach each child in their several classes either one by one or collectively, as we have supposed him to teach a larger section; or, again, either intelligently or mechanically, as, in various degrees, is too familiarly seen in the processes of every class of schools.

In the best infant-schools it has been shown that the teachers' instruction is direct, collective, and intelligent, with the delegation of the "babies'" instruction, on the like system, to a young assistant, and of some practice in the elements of reading to the care of little monitors, who receive special instruction themselves, and are very fairly trained in communicating it to the younger children. But the attendance in the British schools of the first class is double that in the infant-schools; the character of the instruction to be conveyed is different, in most essential particulars; creatures chiefly of observation and imitation while infants, the children are here developing all the powers of reason; their ages and capacities, too, are much more varied; their parents demand a rapid progress in the arts of elementary scholarship; and so long as the instructor

of the children of the poor has to deal with such numbers as he is now required to teach, he is compelled therefore to admit a wider and more varied delegation of his duties, not properly to the supersedence of his own personal exertions, but merely to effect such an economy of them as may allow him really to accomplish the largest amount of good that is practicable for the whole of his too numerous charge.

In the infant-schools we see that instruction in reading, writing, and arithmetic is subordinate to the general cultivation of the children's mental capacities; in the British schools, on the contrary, the latter is necessarily subordinate to the former. Direct teaching by the master to large numbers, and delegated teaching by monitors to small numbers, are used in both; in both it is intended that the teaching shall be throughout collective and intelligent; and in both the subjects to which the direct and the delegated teaching are respectively directed, are for the most part the same. But the mere preponderance of the technical arts upon which the delegated teaching by monitors is most available (though not all-sufficing) in the British school, permits a greater use of it here, with some useful result; and the larger number to be taught, with the greater variety of instruction to be given, push its use to an extreme which keeps the standard of existing popular education exceedingly low, at the same time that every observer is aware that education even to this extent is by no means universal; a consideration which grievously mars his rising aspirations towards improvement, since it brings home at once the chilling truth that the pecuniary means, even to keep things in their present state, can with difficulty be procured.

"But it may be objected, that these monitors, being but children, must, as teachers, be very unequal to adults; and, moreover, that while thus engaged in giving instruction to others, they must be losing ground themselves. Both objections are very natural, but admit of the most satisfactory refutation. In the first place, children, while thus acting the part of subordinate teachers, feel a sense of the responsibility and of the comparative importance assigned to them, quite sufficient to make them anxious to discharge their parts well, and readily to adopt the recommendations and follow the injunctions given by the head master. He can also suspend, remove, or change his monitors, as he may think proper, without doing them that personal injury, or provoking that personal resentment, which would probably result from the exercise of a like freedom towards older and less dependent assistants. Besides which, children are, in many respects, the most efficient instructors of companions less advanced than themselves. The lessons they teach, even the very simplest, and on that account to adults the most uninteresting, having been learnt by themselves but a short time before, and thereby still retaining somewhat of the interest of novelty, are communicated to others with more zest than adults can possibly feel.

"To the other objections, that monitors, while acting in that capacity, must, as scholars, be either stationary or retrograde, it may be answered, first, that they are not so engaged during the whole hours of school, since it is not necessary that the rest of the scholars should, during the whole time, be made the subject of direct address. Accordingly, while the latter are engaged in other exercises, the former may be collected as a class by themselves, receiving from the teacher instructions which they of the whole school are best prepared to meet, because, in respect of knowledge, they most nearly approach him. In the second place, while teaching others what they themselves best know, they are familiarizing their minds more and more with these past acquisitions; and in the discharge of the trust committed to them are learning the practice of many excellent virtues. The system hence embraces a wider field for the observation and the exercise of moral practice, and for the improvement of the intellectual faculties. But the probability that monitors will derive any positive moral improvement from the discharge of their duties must, of course, very much depend on the manner in which the head master exercises his general superintendence. If, in consequence of the Divine blessing attending his wisdom and care, these youths should acquire some practice in the virtues of fidelity to their trust, and of patience, good temper, and strict impartiality towards their inferiors, may we not indulge the hope that many of them will be enabled to continue the exercise of these valuable qualities throughout their future lives."*

It must be obvious that in hearing to read, hearing to spell, and questioning upon the meaning of each passage, to the extent of inverting the words in a sentence, and making each principal one the object of a question, there is a large amount of labour which a fairly-trained monitor may perform for the service of the younger classes, nearly as well as an adult master; quite as well as many. To despise monitorial agency for this labour, is to breed an amount of intellectual dulness in regard to the commonest elements, which it takes many a subsequent effort of direct teaching to eradicate, seldom with complete success; and habitual neglect of the lower parts of a monitorial school, is commonly to be detected in the unclear syllabication, and other perversities, still exhibited by the upper parts, and even by the highest class. Every well-trained monitor will perform what is above assigned to him, without special instruction on the lesson for the day; but he will not explain *the meaning of each important word analytically* to his little audience, unless he have been specially instructed upon the lesson; and though so instructed, he will *not*, unless a boy of genius, employ effectively *analogical illustrations of their meaning*, build up his subject synthetically, or draw practical conclusions, however vigi-

* Manual of the British System, p. 75.

lant he may be to enforce the repetition of a dogmatic axiom. It is often attempted to get all this performed by monitors, but it demands faculties which generally belong to an age beyond that of absolute childhood; and success therefore is the exception and not the rule. Hence the importance of training the monitors upon their several lessons as much as possible; of the teacher carefully superintending and revising their work; and of his making the class under his own direct instruction as numerous as possible, and performing himself all the labour of instruction, which, to make it complete and effective, requires analogical illustration, inductive or deductive reasoning, synthetical combinations, or experimental knowledge. A monitor will convey very expertly anything that he has acquired himself, but he cannot be calculated upon to originate anything. There is for his agency, therefore, a wide field of mechanical usefulness; but it is an abandonment of duty to bring it where it must fail, and a subterfuge to allege a "system" in the defence of such a practice; for "system," so far from superseding labour, merely clears the ground for its employment; a fact which appears sometimes to be forgotten as well by the most indolent adherents to old ideas as the most lively employers of new arrangements.

It is owing to this necessary limitation of the powers of monitorial agency that very large British schools, though under the best masters, exhibit in their middle classes a level of mediocrity which is not consistent with the excellence of the processes and the consequent rapidity of advancement shown by the children in the lower drafts, nor with the superior cultivation given by the master himself to the monitors' class. Commencing from the top of a school, there is always to be found, therefore, a sudden decline of acquirements, even within the limits of this very class (for there are always in it some newly admitted from below); and it is only a double set of well-trained monitors, such as a master is seldom allowed to retain, that will enable him to keep a vigorous life, even of technical instruction, throughout the whole mass of a large school. Still he struggles against the difficulty and has something profitable doing in every class; but the schools of the feebler and less-devoted masters, exhibit only the sudden descent without the compensating satisfaction of good methods and unceasing industry, employed on behalf of the younger children, to the full extent that imperfect monitorial agency will advance them. Hence there are a number of British schools among those classed as bad and imperfect, beyond the body of which, perhaps, not one-fourth of the children in them will ever rise, yet in which body there is not that moral and intellectual training which would at all satisfy the subscribers if they examined into it; while in the lower drafts there is so little doing as fully to justify the indifference of the parents as to sending their children at all. I am so convinced, indeed, that much of this fickleness of the parents has the origin to which I allude, that to

do his duty by the "little ones," would be my advice to any young master desiring as soon as possible to fill his school, and then to keep it full.

The organization of public day-schools has been the subject of divers hearty and long-sustained controversies, in which the various shapes of classes have been made to do battle for a reserve of other principles; but I can honestly affirm that I have never yet seen a school in which any one element of organization was exclusively used; the difference between the various schools and systems consisting in the selection made among these elements of such as should form the normal idea, and subject the rest to a due subordination. Thus, among the schools which have officially come under my observation, it appears to be at present the ruling idea, that the teacher's instruction should be,—

In the *British Schools*, Monitorial, Collective, and Intelligent, with a subordinate use of direct, collective, and intelligent teaching.

In the *Simultaneous Schools*, Direct, Collective, and Intelligent, with a subordinate use of monitorial teaching; so subordinate, indeed, as not to receive any distinctive character.

In the *Village Schools* generally, Direct, Individual, and Mechanical, though sometimes Intelligent, with a subordinate use of monitorial, individual, and mechanical teaching.

The schools on the plan of the Edinburgh Sessional School, which I have found among those aided by grants, are too few to form a separate class. Their teaching is chiefly monitorial, collective, and intelligent, with a subordinate use of direct and collective teaching; but their prototype adopted the larger drafts of the National schools, and raised its reputation on giving them an activity and intelligence peculiarly its own. Its example may be advantageously followed with assistant teachers, or superior monitors retained sufficiently long in the school, as in the Lower Mosley-street boys' school, Manchester; but in such large bodies of small children as are found in other schools, under their present constitution, it would be apt to yield the flat and unprofitable result which I observed in the South Shields school. So, likewise, wherever there is weakness among the British school-teachers, it shows itself by the processes throughout their schools being more and more purely mechanical, while the external organization remains unchanged.

Out of 261 schools, the organization of which is specified in the Appendix, the following Table shows the number in which each leading idea of organization strongly predominates:—

	Individual Instruction.	Monitorial Drafts.	Collective Sections.
British schools, and town schools not British	8	205	5
Village Schools	26	..	2
Schools visited by invitation, though unaided by public grants	..	11	4
	34	216	11

Wherever simultaneous teaching is introduced amidst a large population, and in schools calculated for a great number of children, adult or adolescent assistants are absolutely essential, and they are accordingly provided in the important Hibernian schools at Liverpool, Messrs. Marshall's school at Leeds, the South Islington schools, Mr. Heathcoat's school at Tiverton, and the Abbey-street schools Bethnal-green; in the three former, one adult assistant in each; and, in the two latter, one adult and several adolescent assistants, under the general superintendence of an able master. Elsewhere, however, one teacher is expected to instruct, directly or monitorially, the whole school, without the help even of one adolescent assistant teacher. I do not know half a dozen cases of assistance amongst all the other schools which I have visited, except where girls and boys are in the same room under a master, who then has an assistant to teach the girls sewing. If left to his own resources, however, he can afford to give her only such trifling remuneration that she is sure to be a person unqualified to render him any other help. On the other hand, where the school is under liberal patronage, this assistance will become an essential, if not a predominant, element in the school.*

Although the work of the infant-school may have been left undone, or been very ill done in the dame-school, in the street, or at home, as is commonly the case, it has never been any part of the British school system expressly to supply this deficiency. It is impossible, indeed, for one teacher to keep two schools on entirely different systems in the same room, and to supply him with an assistant of such ability as would enable him to curtain off the smaller children for parts of each day, there as yet exist no means. Under present circumstances, therefore, most British schools have, at the bottom of their array, some 20 or more of children who want putting through a rapid course of infant instruction, but whose only exercises consist alternately of a mechanical acquiring of letters and syllables at drafts, and a listless devotion of whole hours to the undirected scrawling of lines and letters upon slates, ostensibly from a board at the further end of the room, but, in fact, as little notice is taken of them during this protracted excuse for their idleness,

* Buckhill, Mylor Bridge, Ketteringham.

they seek an employment in drawing awful caricatures of men, houses, trees, &c., in place of letters and figures. The first notions of number, as well as of form, too, they have often to acquire by accident; for though, while the rest of the school are at arithmetic, they are sometimes employed in making figures, it is not always with a conception of the number for which each figure stands. In fact, this whole section is so little amenable to the system which is employed for the instruction of the rest of the children, that it is the best teachers who are most apt to regard its existence as a nuisance, to which the peculiar character of the neighbourhood, the deficiency of other schools on the same principles with regard to religious instruction, or the deficiency of their salary, compels them unwillingly to submit. This supposition, among the individual teachers, that theirs is an exceptional case, may excuse the feeling; but aware, from a wider experience, that the existence of this section in the several schools is a common necessity, attaching to the present state of elementary education in England, I must beg to enter a strong protest against the comparative disregard into which that feeling practically throws the schooling of the younger children. This is common even in schools in which all above them are the objects of much labour and care, and when the schools are essentially weak, it is universal; the result being the consumption of a long period in idleness or in acquiring literal and verbal signs, which, few as they may be, are far in advance of the experimental knowledge of their meaning which they have been enabled to couple with them.

Next to the little children, whom the teacher considers really unprepared to take a proper part in the operations of a British school, comes the middle mass of about one-half, or one-third, forming, with the lowest section, about three-fourths of the school: these are the children properly under monitorial instruction, in drafts officered by the top fourth or eighth of the school, according to the master's vigour and the size of the school; the best masters in the best schools having, generally, as large a section as possible under their own direct instruction, appointing out of it a double set of monitors to serve in alternate weeks, and endeavouring, if the convenience and character of the parents will permit it, to compensate the boys for this consumption of their time, not wholly profitless, by extra instruction at over-hours; in the course of which, as also of his circulating round the classes, he gives them instructions in teaching, as well as in the subject-matter before them. The weaker masters, in the worse schools, on the other hand, have generally as few as possible under their own personal instruction, and give no instruction to their monitors in over-hours, and very little in teaching, stating that the parents will not permit their children to be kept after the ordinary school-hours, and are very jealous of their being employed as teachers at all. In these schools, therefore, the drafts

are often officered by monitors nearly as uninstructed as those whom they teach; and the number of boys who have been instructed in anything well is no more than will serve to lead the rest in answering, with apparent simultaneity, at a public examination, and to be quotable in the neighbourhood as evidence of what the school can produce. But any village school can do as much for these few as a bad British school; the British school ought to be tested by what it is doing for the greater number: the statistics of attendance, if they are collected in a complete form, will show that, even in the best schools, it is only a minority who ever attain to the monitors' class and to the master's frequent personal instructions: and in nearly all, therefore, the test of what the school is doing for the body of its scholars, and therefore for the mass of the surrounding population, is the state of its classes immediately below the highest; and to these I would beg especially to invite attention.

Instruction in the elements of reading and arithmetic is the work of monitorial drafts standing at their several stations round the room, in a space intervening between the desks and benches, which occupy all the central space, and the wall, against which the monitor stands, and upon which, if printed cards are used, these cards are hung. The accompanying plans show the universal arrangement of these drafts, except where, as in a few schools of inferior discipline, they are allowed to seat themselves in or upon the desks in various groups, where the monitors then drop into individual instruction, which is their mode of getting rid of the labour involved in maintaining a system of mutual instruction in their drafts, greatly augmented by the want of the self-acting excitement incident to a moderate use of the taking of places, which would here be inconvenient to them. The number of children in each draft varies a little with the circumstances of each school, and the condition of the different parts of it. It will appear from the Inspection Table (IX. A) that, in 204 schools, I found in operation at the time of inspection, 1896 reading drafts, being 9·3 drafts to each school on the average; while the number of children learning to read in the drafts of 216 schools was 18,409, or 85·2 children to each, which would give between 9 and 10 to each draft. This includes the monitors' class as a draft; and being larger than the rest, because taught by the master himself, its excess of numbers will nearly make good the deficiencies by absence in the other classes, and make from 10 to 11 the true average of those who belong to each draft. In a large proportion of the schools there is a double set of monitors, who are employed on alternate weeks; so that, in 119 schools, there were stated to be 1964 monitors, or 16·5 in each on the average. The material out of which to make monitors, however, varies in every school with its external reputation and the circumstances

of its locality; nor is there much more uniformity in the use that is made of it, varying as it constantly does with the capacity and industry of the master.

Without more adult or adolescent assistance, a master necessarily relies for the technical work of a large school upon his monitorial agency, and the material out of which he has to construct it will appear from Table X. in the Appendix, showing the results, in a sufficient number of cases, of the close and detailed personal examination which I gave to the top class of each school, after observing the operations of the children composing it in their several drafts, and of the master in their direct instruction. It must be borne in mind that the children best qualified to teach others are not always the most advanced themselves; children of peculiar aptitude are employed as soon as possible by the master in the lower duties of the monitorial office; and hence it results that a Table, however elaborate, of the acquirements of the several monitors, would present but a very imperfect picture, either of their relative efficiency for the humble labours which devolve upon them, or of the state of the highest part of the school. The description given in Table X., therefore, of the acquirements of the whole of the several monitors' classes, is better evidence to the state of the schools generally, at the same time that it shows precisely the rate of acquirements prevailing among the children out of whom the master must choose his agents.

The most valuable agents are the boys of fair aptitude to teach who remain at school to 13 or 14 years of age, when they are no longer wholly dependent upon the master's constant attention, but can, in some degree, think and work for themselves, as they do with "grammars" and "calculators" of their own, both at home and in school; at least those who are most happily circumstanced. It has already been shown, however, how limited is the number of such boys to be found in the schools of the poor, especially in the purely manufacturing or purely agricultural districts; and how "good times" in the former, and "summer weather" in the latter, decapitate a school of its monitorial class, and leave a master to begin almost everything afresh, and reconstruct his school before he can get it again into anything like a pleasing efficiency of operation.

The monitors are either general monitors or teaching monitors. The former are the general monitor of order, who has the superintendence and ordering of the whole school, under the master; the general monitor of reading, who superintends the working of the whole of the reading drafts; and the general monitor of arithmetic and writing, who, in like manner, superintends the operations of the arithmetic drafts (circulating from one to another) and likewise the copy-book writing; while the slate writing is sometimes, but not always, under the general superintendence of monitors who dictate the words to be written by the children

seated in several contiguous desks. Under these again, in the several exercises, are the teaching or draft monitors, for reading, arithmetic, and writing respectively; the latter called sometimes inspectors, from their duties of inspecting and pointing out requisite corrections and improvements in the writing of the children seated in their several desks. These monitors report to the general monitors the children who misconduct themselves, and the orders of the general monitors in regard to them must be obeyed; but these, again, are required to repeat every material thing to the master, who encourages free but not frivolous appeal from the whole school. The class monitors are thus his chief instruments of technical instruction; and on the extent to which he can get them to employ good methods with zeal and activity, and the industry with which he will himself circulate through the drafts, revising their labours, teaching himself, and setting an example to his little delegates, depends the progress of his school in all its elementary operations.

Various modifications in the numbers and duties of the monitors are incident to variations in the number and ages of the children; but the principles of the organization are unchangeable; and it is obvious that they permit the master's own character freely to be felt to the furthest extremity of the school, if he really be discharging his duties. If he be neglectful, or incapable, his virtual presence in every draft is no longer felt, and its operations are abandoned to the undisciplined efforts of a child, teaching as best it may, and therefore individually, badly, and indolently. In this state of things every draft is a separate little school, under a very bad master indeed; and the whole is a moral nuisance of the most dangerous kind. But this is not the state of things contemplated by a monitorial school; and when one is put through all its various exercises and operations, a practised eye can readily estimate the character of its teacher as an educator of youth from its manners and conduct throughout, no less than from the style of his own carriage and teaching. To some extent, indeed, the master's character is reflected in the very countenances of the children; and I have become convinced, from the character pervading a large proportion of the schools, that there is nothing in a monitorial arrangement necessarily fatal to the moral tone of a school, though much that is injurious in overcharging the teacher with excessive numbers, and the consequent neglect of them, which an over-reliance on that arrangement has tended to conceal. The character and the efficiency of the monitors, *cæteris paribus*, reflect in each school those of its master; and there is, consequently, every gradation of efficiency and inefficiency, of dutifulness and disorder, according with the classification of the schools and their teachers already given. In all those classed as good schools, they appeared to be very useful and important instruments; in the worst they seemed

to be little more than centres for drafting off the children, to be comparatively quiet, while the master was giving some little personal instruction to only a few of them; while in those classed as defective, the progress of the lower half of the children appeared to be altogether very unsatisfactory, and the monitorial agency very defective.

The best masters, however, know how to treat their monitors as their young friends, privileged as such above the mass of the school, and yet completely amenable to discipline, where the friendship of their teacher brings them in contact with a mind itself humble, pure, affectionate, and earnest. Their schools, consequently, are the best, whether the monitors are or are not paid a few pence weekly for their services, upon the value of which payment there is a difference of opinion among them. In few cases, however, is some trifling consideration withheld, where the committee permit it; and usually that consideration is given in tickets, bearing a certain number, taken up half-yearly or quarterly. The average amount in the whole of the British schools, including those in which nothing is allowed, is only 1*l.* 15*s.* 3*d.*, per annum, and in the village schools only 2*s.* 3*d.*; which sums are quite insufficient to effect the object that should, I think, be principally entertained in allowing it, viz., to make the consideration such, where the habit of the district is to take away the children early from school, that the parents would allow a number of children to remain in the schools, for their own advantage as well as that of the mass of the school, at all events until the usual age of apprenticeship.

In every good school the monitors are taught to teach by mutually questioning each other under the master's correction, but seldom to convey *every* lesson with which they are intrusted; nor is there a fixed and undeviating set of lessons marked as the unchanging exercise at each station; the fluctuating numbers and attendance in the several parts of the school being assigned as an insurmountable obstacle to the attainment of this exactitude; but there is room for much more exactitude of system, too often prevented by the want of a better supply of books. A thoroughly well-organized school, with monitors of sufficient age and character, will proceed even for days without the master's presence, and not fall into confusion; but the committees are aware that the less frequently and for the less time that the experiment of his absence is tried the better, and do not recognise it in any case.

The whole of the instruction to the upper half of the monitor's class, and most of the instruction to the whole of it, is conveyed by the master himself, and wherever he has any energies, and is in a neighbourhood where he can retain a few boys at school until they are 13 or 14 years of age, some in this class will have received as much technical instruction as children of the middle classes of the like age generally. Indeed there is less difference between

schools in regard to the acquirements exhibited by a few top boys than in the extent to which such acquirements pervade the whole of the monitors' class, or to which the mass of the children are well grounded in the rudiments of their education. It is in the body of his school that the *best* teacher sinks the capital of his talents, strength, and spirits, although he well knows that the casual observer will never appreciate the amount invested. And in the general progress which is taking place in the public views regarding education, all the most active and most favourably circumstanced teachers are bent more and more upon making this investment by a larger amount of direct teaching to each section of their several schools, in the conviction that they ought to effect, and can effect for the children, services of which their monitors can never be the instruments. Great and animating is this field of exertion to those who have the vigour to scan its space and breathe its air. Here, in lessons on material objects, or on moral principles, for which he will never be without a text, either in his secular lesson books or in the narrative of Holy Writ, he can awaken them to habits of patient and thoughtful observation: in the former, he can get them to frame those elementary inductions which are essential to an intelligent pursuit of their rudimentary exercises in number, form, and magnitude; in the latter, he can awaken the conscience to an habitual sense of responsibility for every thought and action; in both he can analyze at once each subject, and the language in which it is couched, and, reconstructing it, lead the mind outward, by analogy and comparison, to the detection of distant resemblances, and the pursuit of new truths. Pausing at the height of some simple hypothesis, he can show them the emptiness of man's presumption in wandering through God's glorious works without a patient revertal to his first and humblest labours of patient observation, and a never-failing reliance on the light of Divine Truth. Unable to put before their outward vision every object with which he wishes to illustrate his conversational discourse, he may, with children whose habits of observation are thus confirmed, give loose to those analogical illustrations in which it would be dangerous for him to indulge with younger children, whose vagrant imaginations and unstable thoughts would rather be led astray by them into habits of incertitude and falsehood; he may even awaken them, from the relations of things and events, to deduce certain rules of coincidence or causation, and apply them with precision for what they may be worth only: and, in fine, he may be constantly revising the work of his whole school, and assuring himself that he is sending forth from it, not only good readers, writers, and calculators, but, if they leave him with prayerful hearts, those also who are in a fair way, with God's blessing, to become good, able, and Christian men; men in a more hopeful condition to struggle with necessity and temptation than too many who are educated less perfectly on a more ambitious scale.

The "classics" of the poor in a Protestant country must ever, indeed, be the Scriptures: they contain the most useful of all knowledge; and so far from being foreign to the daily experiences of life, they especially and pre-eminently demand that acquaintance with the moral and physical elements surrounding them, which it is the purpose of our best modern school-books of "useful knowledge" to convey, in constant connexion with and reference to the Word of God. Those who best know the intellectual lifelessness of the homes of the poor, or the trashy fictions and criminal narratives which form the favourite reading of the majority of the vagrant minds which use their capacity to read, will not hesitate, as some yet do, to require as much as possible of this severer mental discipline. For after all, the children of the more educated classes, living in an atmosphere of comparative mental excitement, will acquire as much of this knowledge unconsciously, even in their amusements, as the children of the top classes in the schools of the poor will ever acquire in all their lessons. And to implant some acquaintance with sober truth in the mind of the workman's child, will be to him the dawn of a cheerful world, with which he will endeavour to keep up a humanizing and a useful acquaintance under all the depressing circumstances of his laborious life. Unwearied attention to the religious instruction of the children of the poor in the day-school, is, for the same reason, in the defectiveness of the home influences, more essential even than to that of the children of the more educated classes. And whether it be divine or human wisdom that is conveyed, the lessons for children, whose schooling is to terminate so soon, should, as much as possible, be so selected that they will admit of immediate application to the experience, feelings, and conduct of the pupil; a course which must conduce to those habits of practical wisdom, which are the best antidote to self-deception, and to the delusions of the visionary, at the same time that they are among the most characteristic features of the Christian character. The very few ardent minds which nature scatters in every class will thus be placed in a position for heathful effort, while all would be nerved for the necessities of their station. It is the children of the wealthier classes only, that, extending the period of education to half a life, can expressly be trained as scholars and men of science; but much may be done to bring up the children of the poor to be good servants, good parents, good neighbours, good subjects, and, if it please God, good members of Christ's church.

With the view of getting more and more of direct access to the minds of the children, the ablest teachers are grouping their drafts into sections, generally three, agreeing with those into which I have described the children in the British schools as being commonly divisible, according to their age and attainments, while the rest are confining their direct instruction to the upper third of the school only, or limit it even to the monitors' class, which is merely

in adherence to the oldest practice of the monitorial schools. Some, again, address to the whole school simultaneous lessons in grammar, geography, the rudiments of natural science, and Scripture explanation; but it is quite impossible to adapt their subjects and their language to the comprehension of the whole school at once; and two-thirds of it, therefore, are merely "keeping quiet," while a conversational lecture is being given to the elder children, whose answers, closely followed by the voices of others possessed of the quickest hearing, appear to be the simultaneous responses of a large portion of the children, to the equal delight and deception of the uninitiated, and sometimes even of the teacher himself. Neither am I at all prepared to say that this lecture is generally well given, for on several occasions I saw it degenerate into the inculcation of long Latin names for the qualities common to thousands of objects, with the roots of those names, in lieu of cultivating a perception of the peculiar qualities of the object in hand, and exhibiting its origin, history, and purposes. Still this tendency to simultaneous teaching is marked and good, though not unattended with the hazards and defects attaching to all changes of which every bearing is not at first understood. Thus in several instances where talented masters have thrown an unusual amount of their energies into simultaneous teaching, it has been accompanied by a neglect of their monitorial agency, which has greatly enfeebled the body of the school; for masters untrained to the collective instruction of large numbers of children of *every* age, fall readily into the instruction only of the most advanced, whose minds are most nearly on a level with their own, and with whose opening faculties they have most sympathy. Thus a dulness rapidly creeps over the body of the school, which breeds discontent among the parents of the younger children; and even should these not be withdrawn, the master presently finds them coming up with faculties less prepared than formerly to receive his own more lively instruction; a result which either compels him to the arduous task of relaying the monitorial foundations of his school, or entails its ruin; for his better teaching of a limited number will neither find him bread nor satisfy his committee. The former difficulty might be met by his charging higher, and receiving the children of the middle classes only, but this would forfeit all claim which his school would then have to occupy a public building, provided as an instrument for the elevation of the poorer classes by the subscriptions of the locality, and of the State. He must then be removed; a teacher is lost to the work of popular education; and a school is broken up, and perhaps divided with permanent injury between the old and the new master.

This is a course of events which I have repeatedly found to occur, where the master is allowed to take a class of higher-paying children to eke out his salary, especially where it is not carefully provided that these shall go through the ordinary rou-

tine of his school; for the result is, that he gradually comes to look down upon those who should be his principal charge, and were the express objects of the subscribers' solicitude, as the "common" school, which sinks into the greatest neglect and inefficiency, whatever the talents of its master, because decapitated of its monitors' class.* Even the great and liberal efforts made by the committee of the Pentonville schools have not been wholly exempt from dangers of this class: the exclusively simultaneous system of the upper part of their boys' school, worked as a separate seminary, entailing considerable weakness for want of better monitorial agency upon the lower mass of the school, still conducted on the monitorial system. Perceiving this, they are preparing to put the whole on a simultaneous plan; relying upon their head teacher's ability, when it is extended throughout, to give a more efficient superintendence to the whole, and upon the resources and character of the school furnishing a sufficient number of assistant teachers and senior monitors to hold the several sections efficiently. This deficiency has not yet to be provided against in the Bethnal-green boys' school, which is not less remarkable for the amount of original contrivance exhibited in its organization, than for the magnitude of the effort made in the erection of the whole set of schools for so desolate a district. The great boys' school-room is here divisible into six compartments by curtains, and each of these compartments, when the curtains are down, comprises its special section, in which regular simultaneous lessons are given by a pupil teacher, or advanced monitor, under the immediate superintendence of the head master, devoting himself more expressly to the management of this lower body of the school. Two class-rooms contain respectively two higher sections, whose instruction, intrusted chiefly to two assistant teachers, is wholly simultaneous. The large lower school, on the other hand, has an efficient monitorial organization subordinate to its division into sections for simultaneous lessons; and a gallery arrangement is adopted for all the exercises of the youngest childen, as also, for the most advanced in the class-rooms, where the several stages of the galleries are furnished with desks, as well as benches.

In other schools, where collective teaching is much practised, it is obvious that, while so many children have still to be taught by one master, he cannot always be instructing every section, and though he have not trained monitors, he is nevertheless compelled sometimes to draft off a part of the children, at all events to appear to be doing something, until he can take them into his own hand again.† And yet further, it is important to bear in mind, that children seated in a gallery before a teacher addressing them, are not *necessarily* all of them learning, any more than all the

* Dorking, Coventry, &c.

† Hibernian schools, Liverpool; St. Mary Tavy; Ellor-street, Salford; Banbury.

children in a British school seated for a simultaneous lesson, not even when they are a section of nearly similar ages and advancement. The system of simultaneous instruction, so far from justifying, as I have sometimes seen it regarded as doing, any relaxation of personal effort, merely demands the more; for unless every requisite of collective instruction be plied with an increased activity, fertility, and vigilance, proportioned to the numbers assembled, a general indolence is the result, and the teacher is merely maintaining a conversational intercourse with a few clever children, whose words, when the rest are called upon by the master to answer "all at once," or even without that injunction, are repeated, parrot-like, by the rest, without their minds having been put through a single useful exercise. No surer or more rapid destruction is possible, indeed, than that which awaits a school in which the instruction is wholly direct and collective, when the teacher is indolent, or unskilled enough, thus to perform his task; for his committee is generally too little accustomed to gallery teaching to detect the deficiency until its results have come to maturity, which they do with great rapidity, when the master's powers are thrown wide of their proper focus by either the vanity of teaching or the vanity of system.

The girls' schools have made less advance in simultaneous instruction than the boys'; and this is a subject of regret in regard especially to the lower section of each, which, in the absence of convenient infant-schools, very often comprises a number of little ones of both sexes brought hither by their elder sisters, fit only for an infant-school routine, and quite unprepared to profit by an exclusively monitorial instruction in technical rudiments. A little gallery, in one end of the room, which should occasionally be curtained off, and a reading-frame, with a few picture cards and objects, in addition to the British and Foreign cards of the First Reading Book, and the use of the Scripture cards, would afford opportunity for doing ample justice to these little people, if the teachers had some ideas of infant management to guide an elder monitor in the use of the various means. In several schools these means have been partially provided, but more knowledge of their use is yet required. Elsewhere the simultaneous instruction is limited to occasional lessons, addressed to the whole school, and understood by a small number of the children only. The state of the village schools, with regard to organization, or rather to the want of it, has already been sufficiently noticed.

One other feature of organization, common to different classes of schools, is worthy of express notice. It will be seen from the Tables appended to this Report, that in the whole of the village schools, in one-half of the British schools in remote but not populous places, in one-fourth of those in remote but populous places, and in only one-thirtieth of the British schools in towns possessed of educated classes, children of both sexes are assembled in the same rooms,

and under the same teachers. This statement bears ample evidence that it is the traditional custom, in poor and remote neighbourhoods of small population, for boys and girls to be assembled in the same rooms, and under the same teacher, when the school is one wholly or almost self-supporting; the teacher being a man, in five cases out of six, often without the assistance of any female teacher to instruct the girls in sewing; an arrangement which is more particularly observable in the counties bordering on Scotland, where the manners and even the premises of such schools exhibit a character of primitive rudeness, which mark it as being one merely of uncivilized necessity, which it is impossible to draw into a precedent for imitation. Advancing into localities of larger population and better means, we find the former element supplying a sufficient number of children to fill separate schools, and the latter providing such separate schools, until, where both elements unite, there are scarcely any schools whatever in which the two sexes are assembled in the same rooms. This sufficiently declares what is the state of opinion on the subject, while popular education is conducted with only its present resources of superintendence. But some of the most pleasing schools which have come under my notice are included among those in which both sexes are under the instruction of a master aided by a female teacher, commonly his wife, or other relative, or, where the population is very small, under that of a mistress only.* The arrangement in the former is for the boys and girls to be assembled in the same room, but in separate classes, under the master in the morning,while the children, of both sexes, of the ages commonly found in an infant-school, are in a separate room under the mistress, who is pursuing an infant-school system; while in the afternoon the boys, including the elder of those who were in the infant-school department during the morning, pursue the usual British school course under the master, while the mistress, in her room, is teaching sewing to the girls, and superintending the management of the "babies," or youngest of the infant children, by an elder girl.†

The organization, arrangements, and methods of the Buckhill school present a yet more interesting study to the promoters of education in rural districts, not less in the rustic simplicity which pervades the whole, than in the completeness of the routine which they embrace. The habitations of the labouring people for whose use it is designed are much scattered, and consequently it is not frequented by infant children. All who come, therefore, are prepared at once to enter upon its course, which devotes one-half of the school hours to a healthy industrial training, while the other is employed in elementary instruction, with a perfect luxury of books and apparatus. The elder children are instructed in

* Buckhill, Mylor Bridge, Ketteringham.
† Ebley, Farnham, Lyme Regis, Corfe Castle, &c.

a gallery of parallel desks on the Battersea plan, under a master, as usual, of limited early education, but made efficient to his task by training, and who, at the same time, superintends the remainder whose turn it is to be at their books, while working in little monitorial drafts, like those of a British school. A matron, resident, as well as the master, and of earnest gentleness and activity, has both the girls and boys, half of them at a time, under her direction during that half of the day in which they are exempt from the master's lessons. The girls take by turns the several departments of her little household work, and occupy the rest of their time out of class in needlework and knitting. The boys, on the other hand, are instructed at the proper seasons, by a labourer sent for the purpose, in working and cropping a contiguous piece of land with the common culinary vegetables, and at other times in keeping their own play-ground and the matron's garden in order, and in plaiting straw for hats under her direction; the most advanced and best conducted of each sex being encouraged by little presents and privileges. Although at books for only half of their school time, the children make a progress in reading, writing, arithmetic, &c., far beyond that which is generally seen where no proportion of time whatever is given to industrial training, but where, it must be allowed, it is impossible to command the regularity of attendance which is made the sole condition of enjoying the advantages of the Buckhill school.

With only one teacher, and monitors who are merely children, the committees have frequently hesitated to provide any class-rooms, besides their own meeting-room, when a plan for one has been discussed; doubting whether they could sanction the master's being absent from the main school for some portion of the school hours, without also providing him with a responsible assistant, which they were not prepared to do. Consequently, the British school generally consists of only one spacious oblong hall, the whole area of which, rising gently from that end at which the teacher's desk and raised platform are placed, is occupied in the centre with parallel desks and seats sufficient for the whole school, and all facing downwards towards the platform; and, between these and each of the walls, by a space about six feet broad, likewise sufficient for the whole school, when formed in small drafts at their several stations, for reading and for arithmetic, as shown in the annexed plans. In smaller schools the desks are generally put to one side of the room, while yet there is space enough on the other three, or on two only, for the reduced number of scholars. In the largest schools, again, another arrangement is sometimes adopted, by which one narrow clear passage is preserved down the centre of the school, on each side of which the desks extend to either wall, but only in groups of two and three each, with spaces between them, in which the drafts assemble; but the general aspect of these rooms appears always

Internal Arrangement of British Schools.

Notes to Plan 1.

Width of each desk	9 inches	Each desk to be headed, to prevent the slates
space	3 "	from falling, and have
form	6 "	screws to hang the slates
space	12 "	at the highest part of
	30 "	the slope, the first screw
Height of each desk	28 "	to be 9 inches from the end of the desk the rest
slope	2 "	to be 18 inches apart
Height of each form	16 "	

Length inside	64½ feet	A. Monitor General of Order.
Platform	5 "	B. Monitors of Writing Classes.
Space	6 "	C. Monitors of Inspection or Inspectors.
19 desks & forms	47½ "	
Space at end	6 "	
	64½ "	
Width inside	36 feet	
Side passage	6 "	
Desk length	24 "	
Side passage	6 "	
	36 "	

Scale of 20 Feet

2-P-26.
Standidge & Co Lithos. London

less orderly than that of the rooms on the common arrangement; for in effecting their changes of occupation the children are very apt to get into each other's way in the narrow passage down the centre, and when at their drafts, the opportunity partially offered by the contiguous desks for some to sit while others stand to their work, gives an irregularity to the whole of the proceedings both of the monitors and their pupils, injurious to the children's progress.

Where there are superior monitors, or assistant teachers, however, a break in the desks, which would permit the room to be divided into separate portions by a thick curtain, as in the large room of the Abbey-street School, Bethnal Green, would often be found of advantage; and the increasing use of collective teaching dictates the propriety of this division. Otherwise, the arrangement of the space is exceedingly well adapted to the system which has heretofore been pursued. It is not desirable to encumber the main school-room with a gallery, but wherever there is a good class-room it ought to have one fitted up with desks as well as seats (not occupying too great a depth so as to strain the teacher's voice), which might be alternately used by the lowermost and uppermost sections of the school, if not by every portion of it in rotation. Indeed, if it were only for resort to such a gallery, schools of any magnitude ought each to have their class-room, which a teacher of energy, with no more than monitorial assistance, would keep constantly employed; and find in it an incalculable relief from the distraction to which, even with his practised nerves, he is occasionally liable, at the same time that it would enable him to deliver the smaller children from many a listless hour in the great room for some more profitable occupation in the smaller. At present there are only eight galleries, for children above the years of infancy, in all the aided British schools brought to account in the annexed Tables; and although there appear to be 55 rooms which may be used as class-rooms, yet the greater number are merely committee-rooms taken off the girls' floor of school-houses two stories high, unavailable to the boys' schools, and little used by the girls'. The handsome schools built and supported by Mr. Heathcoat, at Tiverton, present by far the best model of British school accommodation that I have yet seen; the boys' school having two good class-rooms attached to it, and the girls' one; each class-room containing a gallery. The aided village schools have neither class-rooms nor galleries, but both are essential to simultaneous teaching with much success; for though a few British school-desks and benches are no bad substitute merely for the latter, notwithstanding that they compel children to look a little up instead of a little down, yet their being inseparable from the rest offers a great obstacle to their profitable use.

In some of the school-rooms, with flat floors, the desks and benches are connected so as to form one solid movable piece of plain furniture; an arrangement which has many conveniences.

Few of the schools have a belt of black surface along the interior face of their walls, like the Model School at the Borough-road, but almost every one has a large plain black board, frequently with a second ruled for music; and a number have smaller black boards, suspended in the manner of lesson cards, at the several draft stations, the chief use of which, and it is a very important one, is to enable the monitors to work sums in arithmetic round their several classes. A few of the schools are well supplied with the maps published by the Irish Commissioners or those of Messrs. Chambers; but a greater number have only one, two, or three, of the dimensions of these; maps, for instance, of England, Europe, and Palestine; with a number of outline maps, on a scale too small for effective class teaching, and too small therefore for any profitable use in a school. Others have not even these, and a globe is very seldom seen. A few models for drawing in the schools in which drawing from objects are taught, occasionally a set of music sheets, and gymnastic apparatus in the play-yards of one or two, of which the best example is at Warrington, complete the list of apparatus demanding notice; unless we add Martin's arithmetic frames for one or two of the lowest classes, in which, by small revolving bars of wood, the combinations of figures for numeration, addition, &c., are rapidly changed. The reading-frame for the lower classes would be a valuable addition to the usual outfit, together with a little cabinet of objects, and some geometrical and mechanical diagrams and models, and apparatus for drawing and music; but first there is wanting a general addition to the supply of books and maps and a terrestrial globe.

The usual hours of attendance in the British schools are from 9 to 12 in the morning, and 2 to 5 in the afternoon, during summer; and from 2 to 4, or until it is dusk, in winter; the monitors' class frequently staying three-quarters of an hour, or an hour, longer, in the morning or the afternoon, according to the convenience of the teacher, or that of their parents; but this extra hour is very commonly omitted from the scheme of duty in the feebler schools, while the most zealous masters make a still further extension of it by a second meeting with their monitors. The collective reading and explanation of a passage of Scripture with which the proceedings of the day should be opened, is frequently deferred until 10 o'clock, that the exercise may not be interrupted by the entry of boys a little after time, or too many of them be kept exposed to the weather, and be excluded from it, by the closing of the door at 9 o'clock. Nearly all the good schools have well-digested schemes of daily duty, to which a strict adherence is given; but the defective schools commonly show a great deficiency in this respect; no written scheme is kept by the master himself, and the momentary convenience of the day is apt to encroach very much upon the ultimate economy of time and of energies attainable by a fixed system and a firm adherence to it. In the Appendix (Table XI.)

will be found the order of occupation in six different schools, which are types of the different classes into which those schools on the principles of the British and Foreign Society may be divided, in regard to the extent to which they employ monitorial and simultaneous systems of teaching respectively. In all the schools which have a defective supply of books and materials, however, a proper gradation of exercises, and a proper routine of duty, is rendered impossible by this deficiency, which, in many cases, sacrifices the best energies of the schools for the saving of two or three pounds, which the master has not courage to ask from a treasurer to whom he well knows that the school account is already much in debt. So painfully important, indeed, is the fact of the prevailing deficiency of books, that I can omit no opportunity of representing the greatness of the service which would be rendered by the inspectors having power to recommend grants to a limited amount for books, to be selected by the parties having their local management out of the lists of the several existing educational societies, as he already has to recommend grants for apparatus; for often he scarcely knows how to offer the latter, while the more imperative necessity for books is unremoved.

Reading (involving spelling and a comprehension of what is read) is, beyond all comparison, the most important exercise; and spelling short words of known or explained meaning is the introductory step with the lowest classes in a British school, who then read the whole of the little sentences in which these words occur, and should be required to attach a meaning to them; but in the feebler schools, owing to the want of special provision for the little ones, this is too much overlooked. There is commonly, at the bottom of the school, a class learning their letters from an alphabet card, in the old method; and the children then proceed to the simplest of the graduated set of Scripture lessons on cards published by the British and Foreign School Society, in alternation with which the cards printed from the pages of the pretty "Daily Lesson Book, No. 1," of that Society, are rapidly coming into beneficial use. Where the children in this stage are very numerous, as in some of the girls' schools which have an infant-class, one elder monitor, with a reading frame and black board, as in the infant-schools, would be a far more efficient teacher than several little ones at drafts. It always appeared to have a beneficial effect, however, to give the upper draft or drafts of this section of the school the little book itself, that they might acquire the habit of keeping their places and reading in a book—a very important one—before they proceeded any further.

Above these, a large proportion of the school will be using alternately the more advanced Scripture cards and the excellent "Daily Lesson Book, No. 2," in which graduated spelling lessons are combined with a series of reading lessons, in which it is designed that the words shall be spelt, and their meanings explained and illustrated, as they stand. At this stage, also, an old set

of spelling lessons on cards, disused at the parent Society, are still employed at many of the country schools, particularly those for girls, with the meanings to the words often added in MS. by the teacher; but with no better effect than that of learning columns out of a dictionary in general has, though a supposed necessity for their use is created by the defective use of the reading lessons, incident to every comparative neglect of the lower classes of a school. Some of the children reading in the second book will also be reading in the book of Scripture Lessons of the same Society, or in the Testament. The low price at which the latter can be procured is a temptation to its exclusive use, in yielding to which it is incumbent on committees to pay such a regard to the operations of the classes as shall prevent a "by rote" reading of the Sacred Volume, without any discriminating selection of parts to form a course which would be the best introduction of childhood to the whole library of saving truth which it presents. Until of late years, indeed, the Scriptures, with the Scripture Lessons, were the sole text book in the British schools; and an inducement still to rely exclusively on the Testament as a lesson book in this part of the school, has been somewhat fostered by the too great transition from the Second to the Third Secular Lesson Book (due regard being had to the capacities of the child); a defect which, however, is about to be removed by the publication of a supplement to the former.

Up to this point the mere spelling of words, and acquiring a knowledge of their structure, and their meaning in the context, takes precedence of "reading," as the term is used in its most limited sense; but in all the higher classes, in which the labour is to *improve in reading*, rather than to *learn to read*, spelling and interrogation come after instead of before the reading lesson; and the Third Lesson Book of the British and Foreign School Society is of such a character that a child who can read with readiness in any part of it, may read as readily in any moderately easy standard work of general information. "Each day's lesson has been made to include, first, a text of Holy Scripture which, being committed to memory, may serve as a motto for the day; secondly, a brief poetical extract, adapted to improve the taste and excite the affections; and lastly, a portion of useful knowledge, intended as a general exercise in reading; to each of which portions analyses and practical lessons have been appended; to each week's set of lessons, hints for recapitulatory and simultaneous lessons; and to the whole, lists of the commonest prefixes, affixes, and Latin roots. This may be said to complete the course of "reading" lessons, though it is followed by a Fourth Book, which, like the most advanced book of almost every other school series, seems to have for its aim much more to give information than to give a lesson in language and its uses. "The lessons are all connected and systematic, forming, when read, a *Course of Instruction* in English and General History, the Elements of Physic and Natural History;

with geographical questions and chronological notes, together with definitions and roots, explanations of scientific terms, and various statistical and other tables. The book is thus eminently a *text book*, complete in itself, yet affording facilities for additional teaching to the utmost extent of the teacher's capacity." Indeed books of so condensed and encyclopædic a character as these top reading-books, demand from the teacher a large amount of explanation and illustration to awaken the children of uneducated parents to clear conceptions of the subjects upon which they treat; for without such explanation and illustration, the interrogation upon them has a constant tendency to degenerate into a sort of verbal catechism of "useful knowledge," than which nothing can be more profitless. In the present case, the excellent series of "Questions" without answers, adapted to this fourth book, by the Rev. J. M. Wakefield, M.A., Senior Assistant Master of the Shrewsbury Endowed School, in which it is used, seems to offer a nearly complete protection against such an abuse, and will, I hope, come into general use. The children reading in the Third and Fourth Books, are generally reading alternately in the Bible; and the low price at which Bibles can be purchased induces many school managers, as in the case of the Testaments, to rely upon their use almost exclusively, without that selection of passages and intelligent explanation which is a characteristic of the reading in the lesson books; a difference which, considering the authority of the text, it is always painful to contemplate. In a few of the poorest schools, indeed, only the Sunday School Union books, composed of extracts from Scripture, and the Sacred text itself, are used. The annexed Table [XII. (A)] will show that other secular reading books than those of the British and Foreign Society are used in some of the schools, sometimes with and sometimes without the latter; and in the village schools the use of the Society's reading-books is not even predominant. Out of 163 British schools, however, in which it was ascertained what books are used for reading, those of the British and Foreign School Society only are used in 110, and the same, in combination with various others, in 36 more, making 146 out of the whole number. In 5 the Sunday School Union books only are used, together with the Scriptures, and in the remaining 12 a variety of secular reading books, with the same. Indeed, in the schools on the principles of the British and Foreign School Society, whatever may be their secular reading-books, the Scriptures or Scripture extracts are used alternately with them; the former generally in the morning and the latter in the afternoon of each day.

I must reserve, until some future opportunity, an examination of those numerous details of process, their uses and their abuses, which make or which mar success in the work of the various classes, according as they are employed to the extent of their real value, or neglected, or abused. Such are the simultaneous reading, which is occasionally used with effect to get children to speak with a sufficient body of voice, but is more commonly a blind for total in-

attention on the part of nine-tenths of the children;—the *vivâ voce* spelling of a whole sentence dictated by the monitor, each one round the class taking a word, which is a good exercise of attention and memory, as well as in spelling;—the dictation of sentences to be written down, which is not sufficiently practised, the dictation in British schools being chiefly of single words, merely for the purposes of a writing lesson;—the taking of places on mutual correction in reading, which may be carried to such an extent as to prevent any one sentence being ever clearly uttered, or be totally neglected, on the plea of discouraging emulation, which generally breeds dulness, indifference, and mental vagrancy in classes which are not under the direct control of a skilled and adult mind, and in regard to which a proper medium is absolutely requisite, one involving sufficient emulation to keep up attention, without causing confusion;—the exemplar reading of the monitor, which may be so unceasing that the children are not called upon to look closely enough at the words they utter, but is more commonly a very valuable part of the reading exercise, improving to all parties;—the employment of younger children only to teach the younger, which, without a vigilance which can scarcely ever be expected, is only one step above the use of monitors in the village schools, described to me by a Welsh master as being merely "to plague the young ones;"—the selection of the lessons and the appointment of the quantity to be read and studied, which is neglected in the feeblest schools, as the training of the monitor to the very lesson to be taught is in almost all of them;—the inspection of the school by the master himself, which, in the feeble schools, is neither sufficiently frequent, nor followed by an emendation of their processes;—and the training of the monitors, which, in the best schools only, is such as to keep them universally to the first essentials of class discipline and progress; viz., retaining their own places; allowing only one boy to read, speak, or spell at once, while all the rest are kept sensibly liable to appeal; *telling* nothing until they have tried round the class to see if some one of the children cannot answer; and when they have told, questioning the whole of the class again, to be sure that the information was received, as the boy who first made the blunder should be questioned, if he had been told by another child.

Table IX. shows the number of children in each school at the time of my inspection of it, who were merely learning letters or reading monosyllables; the number who could read without error easy narrative, such as the British and Foreign Society's Second Book and the narrative parts of Scripture; the number who could read with ease, in any part of the Third Book, or in the Fourth, where the language is not too technical, or in any part of Scripture; and finally, the number reading with fluency and expression, or with finished accent and delicacy of perception, both in prose and verse, on the text of the Third and Fourth Books. I have carefully specified the sense applied to these terms, because my coadjutors, using the same table, may have understood them

differently; and it is requisite further to observe that a comparison of the numbers under each head in the table affords no key to the relative merits of the several schools, without precise statistics of the ages and attendance of the children in them, the collection of which would have occupied far more time than I had to bestow upon every process of examination; an observation which equally applies to Table X., showing the acquirements of the monitors' classes. The results abstracted in the accompanying table give accurate data for estimating the relative condition of each *class* of schools, as a whole, however. The excess learning merely letters and monosyllables in the girls' schools, and schools for both boys and girls in the same room, is merely occasioned by the proportion of infants of both sexes accompanying the older children to those schools; after allowing for which, the number in all the British schools, under the two first heads, is about equal. The number reading with ease is in the proportion of 1 to 10; and, with expression, about 1 in 200, proportions which, except under the last head, do not vary much in the village schools. The figures at the bottom of Tables IX. (B. and D.) are derived from too narrow a basis to be of much value as averages, though they show very conspicuously the effects of enlightened exertion on the part of liberal individuals.

The figures in the two last columns, which describe the attainments in reading of the monitors' classes in 52 British Schools, 40 for boys, 7 for girls, and 5 for both boys and girls, show a superiority in the reading of the girls, and an inferiority in that of the schools for both boys and girls, which would, I think, appear about the same, were they derived from ever so much wider a basis of observation. Thus while about one-fourth of the boys in the monitors' classes, or masters' classes, are reading only simple narrative, nearly three-fourths read with ease, but only 1 in 50 with expression. Nearly 1 in 20 of the girls are reading with expression, four-fifths with ease, and only three-twentieths in mere narrative. On the other hand, in the schools for both boys and girls, nearly one-third in the top classes are reading only simple narrative, the other two-thirds with ease, and none with expression. The superiority of the girls' reading is partly attributable to the somewhat superior early associations of their teachers, partly to the superior quickness of the sex in the quiet employments of the school, but, above all, to the personal attention and teaching of female members of the subscribers' families. The relatively inferior state of the reading in schools for both boys and girls, indicates what it is in the remoter and more ill-supported schools generally; and yet this is not always through the fault of the teacher, as will be seen by an examination of the particular instances from which these results are adduced. The capacities of the top classes, in the mere art of reading, I have generally tested in the third and fourth secular reading-books of the British and Foreign School Society; the language of the authorized version of the Scriptures being, in

its narrative parts, generally so Saxon, and so simple, as to range in school facility with "simple narrative" employed on secular subjects. Owing to the "reading with ease" being thus tested by a standard of secular reading by no means remarkable for its facility, the number placed under that head in the Tables hereafter given is much less than may probably appear in the Tables of gentlemen who have used the Scriptures as the text on which to test a capacity to read with ease.

ATTAINMENTS in READING of the CHILDREN actually present at the time of Inspection. (*See* Table IX.), and of those in the Monitors' Class only, in 52 British Schools. (*See* Table X.)

ATTAINMENTS.	Number in the several Classes of Schools.		Number in the several Monitors' Classes.	
	Average No. out of those present in British Schools.	Average No. out of those present in Village Schools.	Average Number out of those present in each Class.	Per Centages upon the Number present in each Class.
BOYS.				
Average number reading:—				
Letters and monosyllables	39.0	..	..	..
Simple narratives	41.4	..	4.7	24.7
With ease	16.1	..	14.0	73.2
With fluency and expression	.6	..	.4	2.1
Average number engaged in learning to read	98.7	..	19.1	100.0
GIRLS.				
Average number reading:—				
Letters and monosyllables	29.9	..	..	..
Simple narratives	25.0	..	2.0	15.5
With ease	10.4	..	10.3	80.0
With fluency and expression	.2	..	.6	4.5
Average number engaged in learning to read	65.9	..	12.9	100.0
BOTH SEXES.				
Average number reading:—				
Letters and monosyllables	33.8	17.0	..	..
Simple narratives	28.2	15.0	6.2	21.7
With ease	11.9	5.8	13.4	68.3
With fluency and expression	..	..	..	..
Average number engaged in learning to read	79.1	37.8	19.6	100.0
ALL.				
Average number reading:—				
Letters and monosyllables	35.3	17.0	..	..
Simple narratives	34.3	15.0	4.5	24.6
With ease	13.7	5.8	13.4	73.3
With fluency and expression	.5	..	.4	2.1
Average number engaged in learning to read in each school and class	85.2	37.8	18.3	100.0

One source of additional strength to the schools would be found in a more careful vivifying of the text of the reading-lessons, and exposition of the meaning of each word, than is practised by many of the least disciplined teachers. Thus, in their efforts to give analytical clearness, as they consider it, they very frequently spend much time in giving the roots of words, and the meaning of those roots, *without at all impressing strongly upon the children's minds the meaning of the derivative itself;* and hence the root and its meaning, instead of helping to define and fix the sense of the derivative, has helped only to confuse it. On the other hand, the analogical illustration of a subject, and the synthetical extension given to it, frequently leads to such a complete departure from the text, that it is difficult to tell what the original subject-matter of the interrogation was without referring to the book, into no passage of which does a digression of this nature ever throw new light. These are merely defects and mistakes resulting from a too hasty and defective course of training; errors in copying the exterior features of a method without detecting its purpose. But they are of a very serious nature, leading, as they do, to a neglect of that first duty of a schoolmaster to the children of the poor, to give into their own hands the key of written language, which opens the gate to boundless stores, and to lose no time devoted to that object in merely conveying to their minds general information not drawn through or illustrative of the text. The lowest form of this error on the part of a teacher, is that which I have already described as appearing sometimes in the infant-schools, when, instead of giving exercise to every faculty of the mind, every effort is strained merely to ingrain on the memory long Latinized names for qualities common in some degree to all objects. I have not given a column to "etymology" in the appended Inspection Table (IX.), merely because it receives attention in all the top classes, in which the roots given in the reading books are actively if not always judiciously used. Indeed, just in proportion as a teacher is well instructed and well trained, or the reverse, does he lead the minds of his children step by step to a remote etymology, illustration, or conclusion, to leap from one extreme to the other, and make the children repeat his words without any proper sequence of ideas. In a word, it is the worst educated who are the most abstract teachers, and least qualified to train the minds of the children to elaborate a truth from their own observation and experience, or to define one of which they have got only a rude conception.

The Sacred Text presents boundless scope for the exhibition of the excellencies and defects to which I now refer; and both are conspicuous according to the qualities of the teacher. I have often, indeed, been morally under the necessity of testing the reading of the whole school upon the text of Scripture, wherever the school had no reading-books but Bibles and Testaments, or these were

actually in hand at the time of my visit. The teacher's sense that it is the word and the will of God which he is endeavouring to expound, restrains somewhat any tendency to wandering; and defects therefore show themselves merely in rendering the teaching considerably dogmatic in character; the best antidote to which fault is to require a proper adherence to the text of the lesson, and to illustrations of it which are really pertinent. It is true of these schools, as of the American, that "in most cases a pious and judicious teacher, if he will only confine himself to the great doctrines and precepts of the Gospel, in which all who hold the fundamental doctrines of the Gospel are agreed, can easily give as much religious instruction as he chooses."* The usual unaffected earnestness of the teachers in their Bible classes presents, indeed, a gratifying picture, which monitors cannot be expected very sedulously to copy, if they are required to analyze the words and illustrate the context, out of the resources of their own minds; but, in fact, I find their questioning operations to be practically limited to such inversions of the precise terms before them as compel simply a literal apprehension of them, and to the explanation of the meanings of words which they understand, and conceive that the members of their draft may not comprehend. They are often successful, too, in teaching Scripture geography, which is universally cultivated with assiduity, and in some schools to the extent of pointing out *every* principal place mentioned in Scripture, as indicated on the most approved maps; a valuable aid to memory, which would be yet more advantageous if the children had always a clear conception of the geographical position of the Holy Land with reference to their own country and the world at large, instead of merely associating the different names with different spots upon the coloured surface of a map; a defect which arises sometimes from the habit of regarding Scripture geography as a subject for study wholly distinct from all other geography, one, indeed, which is occasionally approved in girls' schools where the latter is forbidden. Texts of Scripture are generally learned daily, and, as selected in the Third Book, or by the teachers themselves, offer a valuable exercise, which, if yet further improved by their being likewise written from dictation, would keep in higher discipline the faculties of mere attention and memory, somewhat disturbed amidst the partial distraction of a monitorial school.

Whatever may be the imperfection which attaches to the Scripture reading, in British and other schools designed for the education of the poorer classes, I cannot imagine that it is nearly so defective as the religious instruction given at the home of the labourer, to supply the deficiency of which it is chiefly designed. Religious instruction by a parent to his child, upon the text of Holy Writ,

* "Religion in America, by Robert Baird:" New York edition, 1844, p. 148.

to the best of his ability, will not be disparaged in a country where that book is open to justify it. And the schoolmaster, though a very imperfect agent, yet occupying the place of the parent for a certain number of hours, is very properly required to attend to it, within limits either tacitly or expressly stated. The committee who appoint him, and sometimes the parents who send their children, would do neither one nor the other, if they did not know him to be a recognised member of some Christian church or congregation; and the conditions with regard to religious instruction upon which all parties co-operate in the support of a British school, are, that the Scriptures shall be used daily, and, being so introduced, shall therefore be used with the intelligence now demanded in all reading, and likewise with a reverence peculiarly due to their sacred character. It appears to be left to the master's sense of propriety and integrity to select such passages, and so far confine himself to the subject-matter of them, as not to inculcate aught inconsistent with the doctrines of the parents of the children. I am bound to add, that the most backward of the British schools that I have visited, even in regard to this reverent intelligence in reading the Scriptures, are those in which their language is the only text that has yet been employed for every exercise; and next to them, those in which the secular reading books of the British and Foreign School Society have but just been placed in the hands of teachers untrained to use them; while the schools of best tone in every respect are those of highest intelligence, with every modern appliance, in the hands of zealous, tender-hearted, and Christian masters. These are observations, however, which I make under correction; not being authorized to examine into the religious instruction given in the schools.

Some notions of history and science are engraven upon the minds of the elder children by the direct class teaching, with the Fourth Book for a text; much more, indeed, than by the express simultaneous lessons, as at present given, which are equally drawn from the same source. In my Inspection Table, therefore, I have not used the column assigned to "English History," simply because it receives attention in the top classes, wherever use is made of the Fourth Book, or of Hogarth's "Outlines of English History," published by the Christian Knowledge Society, or, as in one instance, of Bowring's "History of England." It is generally the part first read of the Fourth Book, which contains also chapters on general history, natural history, and the various branches of physics and the arts, which are taken up in various succession, according to the judgment of the master.

Writing is the accomplishment most readily appreciated by the least instructed; and, consequently, while all the children are required to be taught writing, the proportion writing in copy-books is no less than 49·7 per cent. in the boys' British schools, 35·5 per cent. in the girls', 25·7 per cent. in those for both sexes in the

same room, and 22·2 per cent. in the village schools for both sexes. The whole of the present generation are writing with steel pens, because of their cheapness, and the enormous saving of time and trouble which they offer to a teacher. The books are chiefly the plain ones of the British and Foreign School Society; but a few schools have adopted Foster's, having lines and copies in lead-coloured ink, the latter to be traced over by the writer. Still fewer have the books of Mulhauser's system, published with the sanction of the Committee of Council on Education; and the transverse blue lines which these introduced are sparingly used in other sets of books published by various parties. In every school, however, the instruction in writing is individual, and not collective; but the amount of attention personally given to this exercise by the master varies exceedingly; and his own habits, even, of neatness or disorder, are generally exhibited in the state of the children's copy-books. It seemed to me that there was good writing wherever the master was determined to have it, even though he did not write a first-rate hand himself; and one essential condition of attaining this object is to have neat copy-books; a second, to have a portion of the copies carefully set by the hand of the master or the monitor, which makes a boy feel at once that what hand has done hand may do; a third, to have him sedulously instructed, and to see and criticise the book of every child every day. The use of the transverse lines appears to bring on the young hands in freedom and equability, but they do not supply finish. When this is given, as in the girls' school at Morpeth, the children taught with them advance to a very beautiful style of writing. The observations upon the writing of the monitors' classes in Table X. afford a fair indication of its general state. The feebler schools are markedly inferior in their writing as in other exercises; the girls' schools, compared to the boys', are backward in writing, though superior in the neatness of their books; and in several good boys' schools there is room for more teaching of the mass of copy-book writers; while the slate writers, almost universally, are too much neglected.

The arithmetic in British schools is taught under the like organization as the reading, and with as much zeal; but the arithmetic classes and monitors are not identical with those for reading; and in glancing at the following Table it must be borne in mind that the monitors' class of a school often contains among its better readers and teachers of reading a proportion of boys by no means remarkable for their aptitude or advancement in arithmetic. Indeed, the figures in this Table are truer as indications of the progress of arithmetic in the schools generally, than a comparison of those in Tables IX. and X. would be of the relative progress of it in the schools individually, for the reasons already stated in reference to the like table of the reading. It hence appears that in the British schools upwards of half the children in the boys' schools

are learning arithmetic; less than half in the girls'; and less than one-third in the schools for both boys and girls in the same rooms; while in the village schools, towards which these latter approach in circumstances and condition, the proportion is no more than one-fourth. The proportion of children actually learning arithmetic who are advanced so far as the higher rules, is seen to be rather greater in the village schools and in the British schools for both boys and girls in the same room, than in the other British schools; a result produced merely by the exclusion of a considerable proportion of the children in them from learning arithmetic at all by the prevalence of graduated scales of fees in them. Generally, one-eighth of the boys learning arithmetic are advanced as far as the rule of three, one-fourth more are in the compound rules, and the remainder in the simple rules.

A reference to the Tables IX. (B. and D.) will show the effect upon the like averages produced by the efforts of liberal patronage; but entering into the subordinate classification of the Table (p. 94), a yet nearer estimate of the relative progress in the British schools generally may be obtained. The number in the compound rules and practised in mental arithmetic appears to approach a fourth of the children in the boys' and an eighth of the children in the girls' schools, while those for both boys and girls hold an intermediate position. The variations among these different classes of schools in the quality of the arithmetic are, however, yet more marked than in the quantity. In notation, for instance, when the children of the top class were required to write down in figures a dictated sum demanding seven places, and including naughts, nearly one-third did it correctly in the boys' schools, and only one-eighth in the girls' schools and schools for both sexes. On being then required to work a dictated sum in simple subtraction, involving "borrowing and carrying," with naughts in both lines of figures, nearly nine-tenths of the children in the boys' top classes did it, and more than one-half in the schools for both boys and girls, but not one-twentieth in the girls' schools; and these proportions afford a correct index to their relative strength in arithmetic. It may seem absurd to adopt so low a test, and surprising that any number of children failed under it; but as arithmetic is generally taught, it is only the children considerably advanced in the "Calculators," or other books of arithmetic, that have been awakened to the rationale of the notation which they are using, some conception of which is demanded in a sudden revertal to these simplest rules.

PROGRESS and ATTAINMENTS in ARITHMETIC of the CHILDREN on the Books of the several Classes of Schools (*see* Table IX.), and of those actually present in the Monitors' Class only, of Fifty-two British Schools (*see* Table X.).

Progress and Attainments in the whole of the Schools.	Average Number on the Books in the several Classes of Schools.		Per Centage upon the Number on the Books of each Class of Schools.		Attainments in the Monitors' Classes only, of Fifty-two Schools.	Average Number in the several Monitors' Classes of Fifty-two British Schools.	
	British Schools.	Village Schools.	British Schools.	Village Schools.		Average Number out of those present in each Class.	Per Centages upon the Number present in each Class.
BOYS.					**BOYS.**		
Average number:—					Average number in the monitors' class of readers:—		
Learning First Rules	49.7	..	32.3	..	Writing down correctly any number of seven places of figures from dictation . . .	6.2	32.6
Reduction and Compound Rules . . .	19.7	..	12.7	..			
Rule of Three, &c.	11.0	..	7.1	..	Doing correctly a sum in Simple Subtraction offering every difficulty	16.6	86.9
Learning Arithmetic	80.4	..	52·2	..	Total in monitors' class of readers . . .	19.1	100.0
Practised in Mental Arithmetic . . .	37.2	..	24.6	..			
GIRLS.					**GIRLS.**		
Average number:—					Average number in the monitors' class of readers:—		
Learning First Rules	35.5	..	32.1	..	Writing down correctly any number of seven places of figures from dictation . . .	2.1	16.6
Reduction and Compound Rules . . .	10.5	..	9.4	..			
Rule of Three, &c.	.2	..	.17	..	Doing correctly a sum in Simple Subtraction offering every difficulty	6.0	4.7
Learning Arithmetic	46.2	..	41.7	..	Total in monitors' class of readers . . .	12.9	100.0
Practised in Mental Arithmetic . . .	13.9	..	12.5	..			

Progress and Attainments in Arithmetic of the Children on the Books of the several Classes of Schools, &c.—*continued.*

Progress and Attainments in the whole of the Schools.	Average Number on the Books in the several Classes of Schools.		Per Centage upon the Number on the Books of each Class of Schools.		Attainments in the Monitors' Classes only, of Fifty-two Schools.	Average Number in the several Monitors' Classes of Fifty-two British Schools.	
	British Schools.	Village Schools.	British Schools.	Village Schools.		Average Number out of those present in each Class.	Per Centages upon the Number present in each Class.
BOTH SEXES.					BOTH SEXES.		
Average number:—					Average number in the monitors' class of readers:—		
Learning First Rules	25.7	8.4	19.1	12.9	Writing down correctly any number of seven places of figures from dictation . . .	3.4	17.4
Reduction and Compound Rules . . .	11.5	4.2	8.5	6.4			
Rule of Three, &c.	5.6	3.4	4.1	5.3	Doing correctly a sum in Simple Subtraction offering every difficulty	10.8	55.1
Learning Arithmetic	42.8	16.0	31.8	24.7	Total in monitors' class of readers . . .	19.6	100.0
Practised in Mental Arithmetic . . .	22.6	..	17.2	..			
ALL.					ALL.		
Average number:—					Average number in the monitors' class of readers:—		
Learning First Rules	42.2	8.4	30.8	12.9	Writing down correctly any number of seven places of figures from dictation . . .	5.4	29.5
Reduction and Compound Rules . . .	15.6	4.2	11.4	6.4			
Rule of Three, &c.	6.7	3.4	4.8	5.3	Doing correctly a sum in Simple Subtraction offering every difficulty	14.6	79.8
Learning Arithmetic	64.5	16.0	47.1	24.7	Total in monitors' class of readers . . .	18.3	100.0
Practised in Mental Arithmetic . . .	32.6	..	29.6	..			
Total on the Books:—							
Average number in boys' schools . . .	153.9	..	..	..			
Average number in girls' schools . . .	104.9	..	..	..			
Average number in boys' and girls' schools in the same room	128.9	64.9	..	..			
Average total of children on the books .	133.8	64.9	..	..			
Practised in Mental Arithmetic . . .							

The arithmetic classes are the counterpart of the reading classes; and, according to the general character of the school, show all the intelligence and activity, or all the dulness and irregularity, which are to be seen in the latter. From the youngest upwards, however, the teaching of the several "rules," notwithstanding the hints of the "Calculator," is too little explanatory, and has too little reference to visible objects, except only in a few schools, as at New Windsor, Banbury, &c., where sensible objects are introduced among the younger children, and in others, as at Abbey-street and Louth, where an endeavour has been made to teach the rationale of numerical notation to this same class; but none of these attempts exhibit much success,—where sensible objects or the Pestalozzian Tables were used, through the monitors accepting simultaneous answers without an effort of attention from more than one or two leading children,—and in the other cases, from the monitors not themselves having sufficient power of explanation, though very apt and very intelligent in teaching and enforcing a dogmatic rule of operation. The arithmetic of the British schools is in effect, therefore, too entirely technical, like that of many schools of far higher pretensions, to be of that value to the mental culture of the children that it might be rendered, without any interruption to their progress in technical expertness; nor is there in most of the schools that occasional revertal to the early rules, and to those even of notation, which would awaken a child's perceptions to the value of the whole. It certainly appeared to me as though the full value and use of whole numbers was perceived by few who had not been compelled to look at them with eyes of discovery on encountering the new difficulties presented by fractions, and then only to a sufficient extent just to overcome them for the moment; for seldom, indeed, could any boy tell whence or why he borrowed 10 in simple subtraction, and few short of fractions had perfectly familiar command of the simple rules. Thus it always proves in a monitor's class, that three-fourths of the children who can do a sum in simple subtraction off-hand, correctly, and in a business-like style of figures, are boys far advanced in the "Calculator;" and after them come a train of stumblers, successively worse, until, near the end of the class, would appear a total forgetfulness of the rule. The arithmetic of the girls' schools is in fully as low a condition as the figures in the annexed Tables indicate; though here and there a mistress of remarkably vigorous mind will give it that clearness and vigour which characterizes every operation of her pupils.* Proper infant-schools would supply what is chiefly wanted, as preliminary to the present course of arithmetic in the British schools; for the system in these schools assumes, in effect, as in the reading classes, that a considerable amount of elementary instruction has already been

* Gloucester.

conveyed (as it ought to be, wherever the population is sufficiently numerous) in schools and by teachers especially adapted to the purpose.

Nor is the course of mental arithmetic, contained in the excellent manual known as "Crossley's Calculator," though used in nearly all the British schools (Appendix XII., B.), made of that use to the intellectual progress of the children which the writer seems to have contemplated, and for which all its earlier exercises are peculiarly well adapted. The younger arithmeticians seldom share in these exercises, except when they are addressed simultaneously to the whole school, and the instruction is then virtually limited to a few; these few are chiefly children well advanced in the technical rules, who are thought not to need the early exercises of a disciplinal character, with constant reference to familiar objects, but are at once hurried on to the rules for giving expertness in the calculation of the value of dozens and grosses of articles at small prices. It is scarcely necessary to mention to those at all acquainted with British schools the extraordinary quickness exhibited by the most advanced children in these mental calculations; and the incredible rapidity with which, in some of the boys' schools, with the aid of extended Tables of multiplication of money, and of squares and cubes of numbers, the most intricate calculations are almost instantaneously solved. When carried at all to this extent, however, mental arithmetic is beyond the region of *mental discipline* for children whose education must terminate so early, whatever may be its value as a part of specific instruction for the occupations to which they are destined; the intellectual operation being limited to the application of the technical rules, without any necessary acquaintance with the properties of numbers on which those rules are founded.

The briefness of the time permitted for the education of the poor does, indeed, demand, not only that the principles presented to their minds shall be such as admit of ready application, but also that, to a certain extent, they shall have the technical use of numbers, as of language, beyond their conception of the rationale of the rules laid down for the use of them. Practically, the whole body of our elementary instruction, both public and private, goes upon this assumption, and leaves to a later period of a child's progress its instruction by a course of grammar and of mathematics in the rationale of the signs which it is habitually using. Art must still lead science in the elementary scholarship of all; but it is a great desideratum that art should not be allowed to leave behind altogether her graver but more faithful sister; and an incalculable service will be rendered to the children of the British schools when their system shall be such as to bring them to a clear conception of the rationale of the notation of whole numbers by the time that they have gone through the first four rules of arithmetic and their application to money; for with this

they will have acquired habits of attention and abstraction valuable through life; and without it they go very ill prepared to the rules of "proportion" and into "fractions," through which it is the usual practice to stumble blindfold.

The old method of writing down sums from the slate into an account-book is now little practised, except in the village schools; and certainly its main advantage, that of neatness, may be obtained by means more universally applicable, with less waste of time; means, however, which are not so universally in use as entirely to supply its place. There is a disadvantage, too, in the children commonly learning their tables only by ear; the aid of another sense, exercised upon a picture of the figures, would greatly facilitate the acquirement of their combinations, with a clear intelligence. But it is impossible now to dwell further upon details, beyond mentioning, as an instance of the power over the minds of mere boys which vigilance and system can give, that in the Launceston school, in which the whole of the arithmetic drafts are severally practised in mental operations by their respective monitors, I found, on coming round to the top draft from the lower, that its monitor had not a single boy to teach, while yet his grave countenance and audible whisper indicated intense and incessant application, which proved to be in putting to himself and answering hap-hazard questions in the multiplication of large numbers by the extended Table (from 13 to 20 times inclusively), in which my presence did not for a moment interrupt him.

In noticing the reading, writing, and arithmetic, I have now described the body of the instruction which is conveyed to the majority of the children who frequent the British schools; and in the girls' schools it may be said that the instruction of the majority of the children is not so much in reading, writing, and arithmetic, as in reading, writing, and needlework. All efficient instruction in the branches which yet remain to be noticed is restricted to the minority—for a minority they are, though an important one in the aggregate—who attain to a position in the monitors' classes, or the upper sections of a simultaneous school, and are permitted to remain there, for some time, under the direct instruction of the master. It is in only a few of the most vigorous schools that there is any effective teaching of geography *monitorially;* and the limited number in which the great body of the school is thrown to drafts at all for the purpose of learning it, will be seen at once by a glance at the column of "Geography" in Table X. How much fewer it is that employ monitorial agency in teaching grammar is shown by the next column, in which some, even of the rather larger numbers of children there entered, are taught collectively by the master, as all the smaller numbers are. In music, all the instruction is by the master collectively; in drawing and mensuration, by the master individually. The number here entered as learning music is the number learning by note.

PROGRESS in GEOGRAPHY, GRAMMAR, MUSIC, DRAWING, GEOMETRY, and MENSURATION, in the whole of the several Classes of Schools, and in the Monitors' Classes, only, of Fifty-two British Schools. (*See* Tables IX. and X.)

Branches of Instruction addressed to the Numbers of Children herein stated.		Average Number of those on the Books of the several Classes of Schools employed in each Branch of Study.		Per Centage upon the Number on the Books of each Class of School.		Averages and Per Centages of the Number Learning each Branch in the several Monitors' Classes of Fifty-two British Schools.	
		British.	Village.	British.	Village.	Averages.	Per Centages.
GEOGRAPHY.	Average of boys	34.9	..	22.7	..	17.8	93.5
	—— girls . .	19.1	..	17.5	..	6.6	51.1
	—— both sexes	16.7	4.1	12.4	6.3	17.2	87.7
	—— all. . .	27.5	4.1	20.2	6.3	16.2	88.8
GRAMMAR.	Average of boys	25.3	..	16.4	..	15.7	82.5
	—— girls . .	11.2	..	10.3	..	6.6	51.1
	—— both sexes	15.2	5.7	11.3	8.7	16.0	81.6
	—— all. . .	19.3	5.7	14.1	8.7	14.5	79.4
VOCAL MUSIC.	Average of boys	11.0	..	7.2	..	4.0	20.8
	—— girls . .	2.9	..	2.7	..	3.9	30.0
	—— both sexes	3.0	.9	2.3	1.3	3.0	15.3
	—— all. . .	7.3	.9	5.4	1.3	3.8	21.1
LINEAR DRAWING.	Average of boys	10·2	..	6.6	..	7.0	36.9
	—— girls . .	..	..	..	..	..	..
	—— both sexes	1.7	.5	1.2	.8	1.6	8.2
	—— all . .	5.7	.5	4.2	.8	5.6	30.4
GEOMETRY and MENSURATION.	Average of boys	.9	..	.6	..	1.3	7.0
	—— girls . .	..	..	..	..	..	..
	—— both sexes	.3	.04	.2	.06	1.4	7.1
	—— all. . .	.5	.04	.39	.06	1.1	6.4
Total on the books :—							
Average number in boys' schools.		153.9	..	..	..	..	..
Average number in girls' schools.		104.9	..	..	..	..	..
Average number in boys' and girls' schools in the same room . .		128.9	64.9	..	..	..	..
Average total of the children on the books		133.8	64.9	..	..	..	..

In the British schools, nearly one-fourth of the children in the boys' schools and nearly one-fifth in the girls' are returned as learning geography; while the proportion is only one-eighth in the British schools for both boys and girls in the same room, and one-sixteenth in the village schools; the quality of the instruction declining in these with still greater rapidity. Of the top classes in

the British schools, however, 93 per cent. in boys' are learning geography, and 87 per cent. in those for both sexes in the same room, but only 51 per cent. in the girls' schools; and these figures fairly indicate the extent to which it is discountenanced in the girls' schools. The teachers generally are clear and intelligent in their teaching of geography; but it is less successful than it might easily be rendered by better appliances and a little modification of method. Until of late years the outfit of maps in the British schools appears to have consisted of a few outline maps, on too small a scale for efficient class teaching; and though these have been superseded, in nearly every school, by one good-sized map of Palestine; in a great number also by a large one of England, another of Europe, and a third of the two hemispheres; and in a few likewise by large ones of the different quarters of the globe, yet there is generally wanting a better supply of school-maps, which are denied to the anxious wishes of the teacher by the poverty of funds. Again, it appears to be the almost universal practice to *begin* by giving to the children abstract ideas of the rotundity and magnitude of the earth, and descending through its great divisions to the study of a map of England, instead of allowing the notion of a plane surface to continue for some time in teaching the children the relative distances and directions of the objects around them, with the cardinal points based on the direction of their own shadows when they leave school in the sunshine at noon; and gradually extending these ideas to the conception of a whole town, parish, district, country, island, continent, and globe. The effect of the contrary course is to make the learning of geography too truly what it is commonly called, "learning maps;" the different names being associated very readily, if not very permanently, with the spots of different colour on the surface of them, without any clear conception of the real position and dimensions of the regions pictured forth. It was in only the best schools that the top classes could decide truly, and by a considerable majority, the direction of the cardinal points; and not a few of the feebler in which it was almost unanimously voted that south was to the zenith and north to the nadir, because the top and bottom of the map had been pointed out to them as the direction of north and south. This was particularly the case in the girls' schools, in one of which the children could tell the names of every known tribe of barbarians in Africa, and in another those of every petty island in the Pacific, without knowing the name or course of "the river" which ran through their respective towns; facts which made me entertain, with the ladies of the several committees, considerable doubt whether "geography" (so taught) were not rather an exercise breeding conceit than one either improving the character or informing the mind.

The manuals of geography employed by the teachers are various. They are merely the sources of their own information, and not

generally placed in the hands of the children. Table XII. (C.) shows the results of my inquiries in a sufficient number of cases to indicate of what they generally consist; but a very superior manual, just published by Mr. James Cornwell, senior tutor of the Normal School at the Borough-road, will most probably come into extensive use, and effect a great improvement. The strenuous efforts made by the Leicester and Cambridge masters to make the acquisition of some important facts relating to the produce, physical features, and social character of the several countries the work of drafts throughout the school, are particularly worthy of notice; and the persevering labours of all the best teachers, notwithstanding the want of a consistent course in any of their manuals, had brought forward their best boys to a clear conception of the relative positions of the several countries on the face of the globe and of the different parts of their own; while two or three in the top class of each such school could trace on a map of the two hemispheres a course home from Sidney to London round Cape Horn. A map of the village or parish in which each is situated, should, however, form part of the school furniture; and if there be no parochial survey easily accessible for making it, a set of the sheets of the Ordnance Survey Maps might very advantageously be cut up into small pieces by the inspector of each district, among the schools contained in it, for the master and his head boys to copy on an enlarged scale the portions which portray their several neighbourhoods, and use this enlarged copy for the instruction of the little ones.

The proportion of children learning grammar in the British schools is one-sixth in the boys', one-tenth in the girls', and rather more than one-tenth in the schools for children of both sexes in the same room; while in the village schools it is about one-twelfth. In the monitors' classes of 52 British schools the proportion learning grammar is four-fifths in the boys' schools and in those for children of both sexes, and one-half in the girls' schools, showing that exercises in grammar are in no more esteem among the patrons of many of these than is instruction in geography; and, as too frequently pursued, their disregard of these also is justifiable. The book of grammar in general use in the British schools is the very good one of Messrs. Allen and Cornwell, beginning with the introductory abstract called "Grammar for Beginners." The method of teaching for which it is expressly designed is that of drawing from the children themselves exemplar sentences, pointing out in these the coincidences from which the rule is derived, then laying down its terms and defining them, and finally exercising the pupil upon the application of the rule thus explained, and now required to be committed to memory. Nothing can exceed the excellence of this method, but to employ it effectively surpasses the powers of any but monitors of a capacity and of years very unusually found in British schools; and too many of the teachers themselves, in

the weaker schools, especially the girls', are too little practised in the analysis or the composition of their own language to pursue this or any other method with effect; the consequence being, that the exercises generally retain too much the character of abstract rules learnt and repeated by rote. These even, owing to the early age at which the children are withdrawn from school, seldom extend beyond the elementary definitions by which the several parts of speech may be distinguished from each other; and the instruction, therefore, commonly stops short of any view of their inflexions, and yet shorter of the first rules of syntax. Except in the best boys' schools, and a few of the girls', indeed, neither the teachers, nor the time allowed to the children for the whole course of their instruction, are nearly sufficient to do justice to the manuals placed in their hands. In one or two schools I witnessed an attempt to introduce into the drafts exercises in sentence-making from Cornwell's "Young Composer;" but without any decidedly beneficial effect, owing entirely to misapprehensions on the part of the teachers. The early exercises of this manual, combined with a greater use of writing from dictation, would form valuable additions to the general course of instruction. In a few of the boys' schools the teaching of grammar at all is even still expressly discouraged, as conveying an accomplishment unfitted for the children's station in life.

The fault to which I have already alluded, of teaching the roots of words without distinctly conveying the present meaning of the derivatives which give occasion to refer to them, is not universal; and the exercises with the Latin prefixes and affixes are often well managed and very useful. The chief use, however, of etymological exercises of this class to boys who stay so short a time at school, is to help them to a clearer understanding of the more abstract forms of expression which are common to all persons of education, and have their roots in the Latin and Greek languages. As for the Anglo-Saxon terms with which they have associated their own first and simplest ideas, the endeavour to engrave them yet deeper by the less familiar form worn by the same words eight centuries ago, appeared to be doing little for children having so brief a time to stay at school, though an important exercise if they could remain a year or two longer. The terms employed in Table X., noted down at the time of inspection, convey, better than any general expressions, the progress actually making in English grammar; and Table XII. (D.) will show the books employed, besides Allen and Cornwell's Grammar.

Singing hymns and little moral songs to simple airs, and "intoning" the tables in recitation during change of occupation, are common to almost every British school, and have long formed part of their daily system. Drawing, too, has long been practised in the majority of the boys' schools; and improvements in both these exercises were being introduced into a number of them, in accord-

ance with views elaborated by Mr. W. E. Hickson, when the institution of the singing and drawing classes for teachers at Exeter Hall, under the approval of their Lordships, in 1841, awakened public attention generally to the value of these arts in the general cultivation of the faculties, the tastes, and the affections of a people. The teachers in the British schools within the sphere of these classes, under the sanction of their several Committees, flocked to avail themselves of the advantages which they offered; singing by note and drawing from objects was introduced into their schools so soon as they could obtain the certificates of proficiency; and, adopted at the Normal School, they henceforward promise to hold their ground as an essential part of the British school system, in some places in supersedence of, and elsewhere in addition to, the old singing by ear, which still prevails in most of the schools, and the drawing from copies, which was always limited to a very few of the boys, and is still practised by the like small proportion. In no fewer than 45 schools the upper children are learning to sing by note; and being practised in the presence of the whole school, they lead the voices of the little ones to a great improvement even in singing simple airs by ear. In this exercise the girls are very commonly practised with the boys under the direction of the master, and in the presence of the mistress. Indeed I have not always in my tables been able to distinguish the number of the respective sexes in the singing classes, whence the apparent proportion of them in the boys' schools is somewhat in excess. The results are everywhere as pleasing as might be anticipated from the cordiality of the efforts made by the several teachers to introduce this improvement upon their former system of singing merely by ear, which, where it yet remains, is, in a few of the schools, not without feeling and effect, when employed in some simple ditty. Hullah's Manual of Wilhem's method of teaching singing is employed in five-sixths of the schools in which music is taught by note (in 28 out of 33 of those in which I ascertained the text employed), and Hickson's, Miss Love's, Mainzer's, Wayte's, and Burnet's are used in the others. Still there is a great want of appliances, such as the large printed sheets (*see* Table X).

Drawing is taught in no fewer than 73 British schools brought to account in the accompanying tables (*i. e.* in the boys' schools), but scarcely at all in the village-schools, and in only eight of the former has the perspective drawing from objects established itself. Drawing from copies, as generally practised by the elder boys at over-hours, is useful in giving a nicety of hand and somewhat of perception which they would not otherwise have acquired; but it neither affords that discipline to the faculties of observation which might be given by an earlier use of drawing applied to simple geometrical forms, and illustrated by solid objects, nor that higher practice and severer discipline of the conceptive faculties which a course of perspective drawing from models would supply, if allied with the elements of

geometry and mensuration. The education of the eye, the mind, and the hand by such a comparatively severe course would be of invaluable service, especially to the children of the artizan population. Indeed, popular education in England can scarcely be said at present to have extended to the subjects of form and magnitude, extraordinary as such a statement may appear with reference to a manufacturing nation; for although a boy here and there opens "Bonnycastle's Mensuration," and, under a superior master's direction, makes a progress which renders him the school's wonder, yet he himself betrays, by his unsteady execution of the diagrams, a want of those clear perceptions of form and conceptions of magnitude which a few lessons in drawing from the round would have given him. In these dissociated exercises (in drawing and in geometry) a beginning, however, is made, which the masters would presently contrive to extend to a consistent course of instruction, but for their poverty of time and means. As for the children themselves, they have already time enough, which they waste (the younger in "slate-writing" and "keeping quiet," and the elder in drawing from copies with the most laborious and often exquisite finish), to enable them to go through a complete course in extension of the first notions, conveyed, or which should be conveyed, in the infant-schools.

If the proportions learning to draw, given in the preceding Table, were based only on the number learning to draw from objects, as the number learning to sing is on the number learning to sing by note, it would have been reduced to an exceedingly small percentage indeed upon the whole number in school. This slow progress in the introduction of drawing from objects, notwithstanding the simplicity of the course embodied in the Manual of the late Mr. Butler Williams, published by authority of the Committee of Council on Education, and the completeness of the example set in his classes at Exeter Hall, is attributable partly to the amount of direct and individual instruction which it appears to demand from a teacher, and not less to the fact that 10*l.* worth of apparatus are requisite to commence a course, which involves, likewise, some trifling consumption of materials; while, at the same time, there yet wants preparing a set of simple exercises on form for the younger children, which monitors might conduct with little instruction, and which, incorporating geometrical drawing with the whole system of the school, would demand from the master a finishing of the course in his top class, by the first elements of perspective, of geometry, and of mensuration. The incorporation of such a course into the system of our popular schools is an object not less desirable, certainly, than the improvement of their singing; and its substitution, in place of the seeming "accomplishment" of drawing from copies, would tend to disarm a prejudice, by no means abandoned, on the one hand, and to extinguish some little of conceit on the other. All the drawing of the junior children should be on the slate, or on

black boards round the room, so as to be wholly inexpensive; and if a few lessons on the congruity of colours were added to the course of the seniors, it would be productive of much present interest and future advantage to them, so that the lessons were illustrated by their actual use.

Drawing maps is an improving exercise, very common among the few top boys; and this, also, is capable of being reduced to a graduated course, in which the younger children might take a useful part. The actual progress making in the several schools is best shown by the notes in Table X., made on the spot; and in practical geometry and mensuration by those in the next column of the same table, from which it will appear that these form an entirely separate branch of study, pursued individually, and by only a few top boys in the best schools.

In not one boys' school did I find any attempt at industrial education, for although it was part of the original design of the excellent school at Thame to cultivate the two and a-half acres of land attached to it, by the labour of the boys, yet the early age at which they are withdrawn for field labour, and other employments, on their parents' account, combined with the difficulty of getting a master, of superior abilities as a teacher, to undertake the superintendence of their field labour also, or of supporting separate teachers for each department, caused this plan to be abandoned; and the land is let off as a market-garden.

In the girls' schools, however, assiduous attention is devoted to the instruction of the children in needlework, which occupies from one-and-a-half to three hours every day, and has the zealous superintendence of the ladies' committee. The instruction is, of necessity, individual, and employs not only the mistress herself, but, where it is possible to get them, a double set of monitors, alternately teaching and taught, under the superintendence of one general monitor. A steady progression is observed from the simplest to the more difficult operations of fixing and stitching, of darning and marking; but it seldom appeared that even the eldest classes received specific instruction in the economy of materials, to the extent contemplated at the central school. The order, assiduity, and progress universally exhibited in this department, make me hesitate to criticise proceedings in a mystery of which I know so little; but it has always struck me that a little waste paper, in these times so abundant, might very beneficially be cut up in each school in the course of the year, in illustrating the practical geometry of "cutting out," in the top sewing class. Knitting is still taught in most of the schools, being yet much practised in the remoter parts of the country; and in proportion as a school is feeble and neglected, did I find "fancy-work" to abound in it, however wretched the character of the neighbourhood; for the teacher, under such circumstances, seeks to please only the children and their parents, who are often exceedingly fond of the little meretricious

cleverness thus exhibited. At Taunton, however, I found very pretty fancy netting of wool, to be practised as a profitable branch of industry, which has taken root in the neighbourhood. In the girls' schools generally, the children are allowed to sew for their parents, one or more days in every week, but for the rest of their time they are employed on the school account. Hence sometimes arises, at the end of the year, a trifling profit towards its expenses, which, however, is very dearly earned in the unfrequent instances in which the making of linen takes precedence of the making of women; or in other words, whenever the completeness of the course in this invaluable branch of domestic education is at all sacrificed to expertness, merely in some one or two operations, obtained by a division of labour more worthy of a factory than of a school.

It is true that the needlework in the girls' schools is made very much to supersede geography and grammar; and it is not unusual to find ladies who are among their firmest friends, objecting against these branches of instruction altogether, as tending to give the children notions above their station, and encouraging an indisposition to the healthy labours and domestic discipline of household service, which they declare to be already too manifest among them, as they grow up. No evil can well be more serious than this; and the testimony to its appearance is not to be doubted; but upon a closer examination of the operations of the schools in which such a result may have been produced, I am convinced that their friends will refer it much less to any acquaintance with geography or grammar than to a *superficiality* besetting their every exercise, partly owing to the quick and facile dispositions of female children generally, and partly to a want of more domestic experience, greater energy, and firmer character in their teachers. I have already shown that while the great majority of schoolmasters are married, the great majority of schoolmistresses are single; and being in most cases young, they are not always prepared, watchfully and promptly, to check the glib thoughtlessness which is very apt to creep into their classes, and would quite justify their patrons in putting a veto on grammar and geography, if the object of it were really to get the reading and arithmetic exercises conducted with more care and intelligence. Merely putting a veto upon higher branches of instruction will not, however, accomplish this object. Overweening self-satisfaction and self-deception, against which they are really struggling, may still want eradicating from the reading classes; and not the less because their exercises are upon the text of Holy Writ. If the indulgence of such habits of mind in their schools could, under a more vigorous and watchful system of teaching, be, by God's blessing, effectually checked, it would I think be found, that the more the girls, like the boys, had their sphere of real knowledge extended, the more would they become conscious of their ignorance. At all events they can have no well-grounded hope of arriving at humility through ignorance; for never yet was mortal mind too

dark to be conceited. A good course of instruction in domestic economy; the economy of food, fire, clothing, health, and cleanliness, is exceedingly wanting in these schools, and would prove the best possible antidote against indolence and vanity, while it would offer occasion for much healthful exercise of all the faculties of the mind. A proper manual of such a course has yet to be provided; but I think it would very gladly be adopted when once drawn out, and made familiar to the teachers; for it is not to be supposed that the ladies who are most sensible of the danger to which I refer can object that their *protégées* should be qualified to exercise, in all gentleness, as much and as good an influence as possible upon their future companions in life, to say nothing of the qualifications for domestic service which they would thus acquire. The tone and discipline of the girls' schools generally, thanks to the ladies, are admirable; and if, with increased vigour in the character of the instruction in many of them, it were possible to witness an augmented attendance in all, we might yet hope for that domestic reformation in the homes of the poor, especially in the manufacturing districts, which is a far more essential foundation of all society than a busy world has time to recognise in it.

The progress actually making in each department of instruction has now been indicated. The registers of it in the several schools, kept with any precision, are, however, very few. An admission book, on the plan laid down in the Central Society's Manual, is almost universally kept, together with an attendance book, showing both the morning and the afternoon attendance on each day; one copied from the same source. In a considerable number of schools, the class lists of the attendance of each child in each class, in the morning and afternoon of each day respectively, are carefully kept; and not only is the attendance of each child on the Sunday at some place of worship or Sabbath-school, inquired after, and checked by the testimony of their parents, and of other children attending the same place, but, in a few instances, a register of it is kept at the several Sunday-schools, and transferred to the day-school; and generally the parents are visited, and warned if they be lax in this matter. But the alphabetical or school register, showing the children's progress through the several classes, of which an exemplification likewise appears in the Manual, is seldom kept: nor would it, in its present form, be of much value for purposes of comparison, unless the occupation in each class through which the children have to work their way were undeviating in the same school, and coincident with that in the analogous classes of all the other schools. A complete registry, not only of progress through successive classes, but also through specific lessons, and of proficiency in them, I have never seen exemplified in the schools visited officially, except in the boys' British school at Launceston, where it amounts to a perpetual inspection. The registers which are kept, however, are quite sufficient to supply, whenever it shall be called for, a complete

census of the age and attendance of the children actually in the schools, items of information which it is of essential importance to obtain with statistical accuracy.

Corporal punishment has no existence in the girls' schools, unless in an occasional "pat on the arm," to a "little one." In the boys' schools it is almost universally retained as a final appeal, with a conviction in the minds of the teachers that the extent to which they can dispense with it, under given circumstances, is a measure of their capacities and reputation for moral government. It is usually administered by a blow on the hand; and only in one or two ruder schools assumes any other character, such as hopping round the room for a great length of time in punishment of truancy, or holding something at arm's length for a like continuance. Keeping in, after school hours, *with nothing to do*, is the severest punishment employed, or perhaps that can be employed, in the better schools. The discipline of the schools, however, nowhere approaches to a character of severity, except under some of the older masters of earlier training, whose schools are more remarkable for the almost military exactitude of their evolutions than for the intellectual life or moral tone which pervades their classes. The teachers pursuing gentler plans, through the attachment of their monitors and the general sense of their justice, have always the public opinion of their little realms in their favour; and the delinquent under an unwonted infliction has therefore no perverse satisfaction in an appeal to the rebellious discontent of his fellows. Where a master combines with these advantages the personal acquaintance and respect of the parents of the children, the latter find themselves so completely handed over to him, that there is left to them no room for the exercise of any little subtlety at home, against a school which they happen, however wickedly, to dislike. So completely is the master, by such means, placed *in loco parentis* that he sometimes prefers altogether to do without rewards, even to his monitors.* But it is seldom that he has the vigour, resources, and opportunities to obtain a sway so complete; and his principal subordinate agency, therefore, consists in the distribution of rewards, in the shape of tickets, bearing a certain number and a conventional value, which he takes up quarterly, or half-yearly, in books, penknives, and other simple articles, prized by the children. A certain allowance of these tickets is made to the monitors in the nature of payment, besides those which come to them in rewards; and sometimes they are wholly restricted to the monitors. Sometimes it is a small sum of stated amount which has to be divided, perhaps in coin, and then the proportion of it obtained by each affords a fractional test of their respective exertions.

In a few cases, as at the Morpeth School, special rewards are distributed by the patrons of the schools at the annual examinations, to encourage industry. But the first requisite for high

* Wirtemberg Place, Clapham.

discipline in every school, is to provide constant occupation for all, and maintain the pursuit of it. To this end emulation, elicited in the taking of places, is almost universally employed, although, in one or two of the best schools, the master dispenses with this, as well as with rewards. Generally speaking, however, the schools in which it is discarded are markedly inactive, with a proportional backwardness among the children. The taking of places, as already stated in reference to the reading, may be abused as well as used; but its moderate use appears to be essential to the working of a monitorial school, since only the energy and authority of a skilled adult or adolescent teacher, directly exerted, can keep classes in active operation without it. The taking of places among the children likewise helps to keep a monitor to his duty by their competition, without which, his constant tendency is to relax first into "telling," instead of making mutual appeals, next into "individual instruction," and finally into indolence and trifling; tendencies which an average teacher, with average monitors, cannot resist, without a moderate use of competition for places. When employed to excess, it spoils all consistency in the teaching, and is apt to exasperate the spirits of the bolder children, and depress those of the more timid. The abler teachers, in their top class, well know how to use a spirit of curiosity in partial supersedence of that of emulation. Everywhere it is surprising how the teacher's character is reflected, in the tone which prevails throughout his classes, making allowance for the different circumstances and character of the surrounding population; for in some of the remote districts there is among the parents a rudeness of character which renders it very difficult for a teacher to entertain a beneficial intercourse with them. The extent to which a teacher, devoted to his work, and to the welfare of the children, can, by the whole tone of his intercourse with them, cause his spirit to prevail among and control the great body of a large school, even to its remotest drafts, is very remarkable and very gratifying; and seems obviously to result from an all-pervading, firm, and affectionate superintendence of every part of it. The tone of a good modern school is as superior in its modest and subdued propriety to that of the large old Lancasterian schools, as their intelligent teaching is to the merely technical instruction which still prevails in some of the latter. Children coming from a distance all take their little mid-day meal in the school-house; in cold weather, around the fire or stove, which is never calculated to warm their food properly, though the little folk often try to make it do so.

A public examination is not an inspection, but, as stated in my First Report, it is an essential part of the prosperous working of the present system of the British schools; exhibiting to the neighbourhood the progress which some of the children are making in different branches of instruction, and moving both patrons and parents to renewed efforts for the benefit of the whole. There are, on the other hand, disadvantages attending these examinations in

the dissatisfaction of the parents of unrewarded children, and in the inducement which they hold out to a teacher, to qualify superficially a certain number of his top children to the comparative neglect of the rest, and of their own sound instruction; so that whatever is asked, shall find some child to answer, though the collective knowledge of the whole be ever so little. This danger avoided, the examination acts as a useful stimulant internally, as well as externally; but it is essential that its character should not be misunderstood. There is sometimes a special examination for the parents in the school-room, independent of that for the patrons and friends of the school, who sometimes meet the children on these occasions in the town-hall, or some other public building more spacious than the school-house. These great examinations generally take place only once a-year, though sometimes those of the boys' and girls' schools occur at different periods. The usual time is just before the Christmas and Midsummer or harvest holidays. The latter holidays generally last for a month; the former, only for a week or fortnight; and the only other holidays are a day or two at Easter, Whitsuntide, and the fair, races, or wakes, when often the whole of a broken week is taken by the parents for their children, however much opposed to the interests of the teacher, or the wishes of the committee, or the welfare of their little ones.

Nearly one-half of the British Schools have small libraries of books for circulation among the children, sometimes among the monitors only, who take them home to their parents' houses. They consist generally of the little duodecimo library formed by the Irish Commissioners of Education, with the addition of a few works published by the Religious Tract Society, Messrs. Knight, and Messrs. Chambers, and of a few miscellaneous volumes given by subscribers. In many cases they are nearly worn out; in others, they have been so completely read through that they are locked up again until they shall "become new;" while in others again, it is sought by ½*d.* per week subscription among the children to keep adding to their number; but the little subscribers are not numerous enough to produce a very sensible effect upon their store. In connexion with a few of the girls' schools are some arrangements for little savings, to be expended, with additions from the committee, in cheap clothing: and there is a little savings' bank in one or two of the boys' schools; but these are the only auxiliary institutions worthy of mention. Except where an active-minded teacher gets up an occasional evening lecture to reassemble his old pupils and monitors, there is no rallying point for the young people during the hazardous age of adolescence, when open co-operation for purposes of common instruction, mutual improvement, and united exertion in a good cause, might do much to determine their character for life. The Sunday-school, it is true, offers a field of affectionate labour, and of self-advancement in the most important of all knowledge, from which nothing will or ought ever to divert attention. But its advantages ought to be seconded

by some simple institutions of useful and innocent instruction, accessible not only to Sunday-school teachers, but to those who may not have had the happiness to embark in the like course; forming a part of society whose welfare is deserving of all solicitude.

The village schools, it has been shown, present, in their almost unaided struggles, rather examples of the character and condition of private schools in remote localities, than of public institutions. Those of Wales, however, claim especial notice, for they are types of the best of those in which the limited day-schooling of the Welsh has heretofore been conducted. All those in the principality which I visited, are properly village schools, according to my present definition of the term, whether situated amidst a numerous, or provided for a scattered population, except only the infant-school at Haverfordwest, and the Independent school at Wrexham. Although the great mass of the Welsh population now send their children to Sunday-schools, in which, after many years, they learn to read the Scriptures in Welsh, and obtain a considerable amount of catechetical instruction in them, in the same language, yet day-schooling in the principality appears never to have advanced much beyond the instruction given in the petty private schools of individual instruction, used by only a minority of the population, such as held a narrow but undivided sway in England previous to the time of Bell and Lancaster.

This state of things results partly from the difficulties of language; for English being the language of promotion, a Welsh parent of the humbler classes does not care to send a child to a day-school at all, unless the first object be to learn English; and to make any valuable progress with such books and in such schools as alone have heretofore been available, has demanded a time, and an aggregate of expense, which it has been difficult to afford. For the almost universal method of teaching English has been to place lessons in English in the hands of the children, and, by individual instruction, to get them to attach the right value to the letters, and the right pronunciation to the words, without any conception of their meaning whatever. Such conception is chiefly restricted to a few children in a top class, to whom the master addresses explanations in their native language. But these explanations have been so little essential in general estimation, that in places not far removed from the English border, there is a considerable inclination, in both patrons and parents, to have English masters, who do not understand Welsh at all; and in these localities, if the parents know anything at all of English, they speak it to their children; a practice which must tend, as in Ireland, to the ultimate eradication of the Celtic dialects from popular use, though they will always be studied and preserved by the antiquary. So strong, indeed, is this desire for English, that it is a fundamental rule of the day-schools, that English only shall be spoken in them; a rule to which it must be very difficult indeed to get a practical obedience, and scarcely less cruel to attempt it; for it

deprives the little things of all explanation of their hard technical tasks, however glibly they may be enabled to run off the words before them. I mention these facts that their Lordships may be informed, not only of the low state of secular instruction from which recent effort is but now beginning to raise the population, but that, however attached the higher classes of the principality may be to the ancient tongue of their fathers, possessing as they do the use of others, yet that the mass of the population have no indisposition to acquire English, but, on the contrary, are exceedingly desirous that their children should learn it; with no *express* intention, assuredly, of their abandoning the use of Welsh, but comparatively careless whether it be retained in after generations or not. A number of new schools on the British system, under native masters trained at the Borough Road, and using the books there employed, are now coming into operation, especially in North Wales, and promise, by a course of more intelligent instruction, to give to the children within the radius of their operation some of the advantages even of classical education in the intelligent acquisition of a new and copious language.

Under these circumstances, efforts for the advancement of popular education in Wales are peculiarly deserving of their Lordships' liberal regard; for they have to encounter all the difficulties just described, in addition to those of poverty, dispersion, and much indifference. Great endeavours are now making by the Welsh Educational Committee, which has established the Normal School at Brecon, and by the Cambrian Educational Society, which, with the aid of the British and Foreign School agency, has produced a great movement in North Wales, to promote the establishment and assist the operations of schools, on the plan and principles of the British and Foreign School Society. And I doubt not that if infant schools were introduced more extensively, wherever the population is numerous enough, they would gladly be used by the parents, not only for the ordinary advantages offered by such institutions, but for that of an early introduction of the little ones to a knowledge of English; for many are the grievances which accrue to the people from their prevailing ignorance of the language in which justice is administered and all important business transacted.

I cannot close this Report without expressing my grateful sense of the frank courtesy and ready assistance extended to me by the promoters of the inspected schools. It would, indeed, fill me with regret if I imagined that the obvious bent of my endeavours to ascertain the precise *extent* of the success which is attending their efforts, had in any degree concealed my warm sympathy with the spirit which put them forth. The more ardent and cultivated minds which generally form the nucleus of such exertions, can never be deprived of the consolation, shared by all who have upheld their hands, of having been among the most active instruments of God's providence in achieving such progress as has yet been made in the Christian education of the people; and whatever may be the future

history of this progress, little hope can be entertained of its encouragement by any scheme which does not enlist all the local energies heretofore employed in its advancement, re-animated by augmented means, and placed in a definite position of public responsibility. On the other hand, the stronger these energies were in the different places included in my route, the more acceptable, apparently, was a visit from a person officially enabled to collect the results of a wide experience; and there would have been no limit to the number of schools which I might have been called upon to inspect, under their Lordships' general permission, if I had not felt it to be my most imperative duty to bring to a close, as rapidly as possible, my first tour of inspection to all the *aided* schools. It was generally in the remote parts of the mining and manufacturing districts that I found the greatest want of active interest on behalf of the day-schools, insomuch as to render the collection of the particulars required concerning each, from parties widely dispersed and exceedingly indifferent to the subject, as laborious and lengthy an operation as the inspection of institutions of far higher character, possessed of committees earnest in the work, and kind enough to meet me on the subject of it.

The schools now described embrace many which form collectively a monument of Christian zeal and voluntary exertion of a character unsurpassed; nor do I at all hesitate to add that the teachers in them are more than worthy of their hire; but it is for their Lordships and the Legislature to judge whether, in the existing state of society, such efforts, virtually of a small minority of those endowed with the goods of fortune, will suffice to supply intellectual and moral aliment to the whole of the children of the poorer classes, when for centuries it has been declared that the voluntary contributions of the like parties are insufficient to supply means for the physical sustenance of the unfortunate and offcast members of them;—whether, in fine, these institutions are only struggling with growing evils, or really prevailing against them. It would be affectation in me to attempt to conceal my own unavailing impression, derived from facts of the nature of those contained in the annexed Table (XIII.), and from some acquaintance with the quality of popular education as now conducted, that the former only is the case; that our interests, our safety, our honour, and the holy Name which we profess, equally demand of us to *improve* yet more than to *raise* the standard of popular education; that there is a great national necessity for claiming more truly than ever the character of a Christian and a civilized people; and that to accomplish this great end it is requisite to have means which have never yet been bestowed, teachers who have never yet been trained, remuneration for and assistance to them which has never yet been provided, children who have never yet been at school, and a better and more protracted attendance of those who have heretofore been accustomed to resort thither.

Not having been commissioned to make an exhaustive inquiry in any particular district, I am unable, from my own observation, to state with precision the extent to which day schooling is deficient in any given locality, though I am fortunately enabled to avail myself of the results of a recent inquiry, conducted at the expense of the Statistical Society of London, at the close of the last year (1846), to exhibit, with some approach to exactness, the educational condition of the coal and iron district of South Staffordshire, which I have had repeated occasion to mention in the course of this Report as one of the most backward of the mining and manufacturing districts; and an abstract of these results will accordingly be found in the Appendix (XIV.) On the other hand it is no part of my duty to enter into the discussion whether the more educated and influential portions of the community can exert most power for the Christian education of the people by voluntary association among themselves, or by enlisting the resources of all society to the same end through statutory provisions. In either case the end will be sought by aggressive means, and not merely on the principles of demand and supply. Of the progress which has heretofore been made by the former agency, with some little aid from Government, the schools, upon which I am now reporting, undoubtedly present a favourable specimen. I have carefully described their condition, and under each head have specified not only the defects observed, but the steps which it appears advisable next to take towards their removal; the principal, which draw all the rest in their train, being the more lengthened training of the teachers; the retention of a higher class of monitors; the more liberal supply of books and apparatus; and, consequent upon all this, a more zealous attention to the advancement of the junior classes, and a sounder progress throughout the whole of the several schools.

To accomplish these improvements demands resources which are not forthcoming; and if I wanted assurance of the moral necessity which exists for their employment, I should have found it in a letter from the master of one of the *best* schools which I have yet inspected, the following extract from which does but express the sentiments conveyed to me orally by many others. "Last year," he says, "we had an average daily attendance of 241, being an increase of four per day on the attendance for 1845, and of seven on that for 1844. Of this number very few are above 12 years of age, so that our monitors must necessarily be very young. I think, under such circumstances, it is an utter impossibility for one master to do justice to so many children. He may perhaps generally ensure a fair progress in reading, writing, and arithmetic; but if he do this, it must be accompanied with a degree of labour he cannot sustain for many years. In my case, the Committee, as well as the parents of the children, seem to be well satisfied with the children's progress, but I am far from being satisfied that they are properly educated. I think I could easily reconcile myself to

shortening my days if there were a possibility by so doing of my properly educating the children. If I were to say I could not do it, and give up the situation, the Committee would easily find some one who would be willing to undertake the work. The Committee find difficulty in collecting money for the current expenses of the school, so that it is unlikely they would take upon themselves much additional burthen."

It must not be supposed, however, that the gentlemen most interested in, and most watchful over, the success of the British Schools, are insensible to the deficiencies thus described. But their conviction of the necessity for ampler means to attain the ends which they contemplate is accompanied by considerable anxiety as to the methods in which it may be endeavoured on the part of the State to realize any great improvement in this field. In their strenuous desire to advance the cause in which they have embarked, they do not hesitate to express their dissatisfaction with the state of popular education in their respective neighbourhoods, often even in their own schools, and to avow the absence of all prospect of any material change to spring from local voluntary efforts only. But at present they are equally devoid of any clear prospect of public aid on a large scale, on principles and under arrangements which will coincide with the sentiments under which they have been acting, and must continue to act. They are desirous to promote the religious education of the poor, but not less jealous to maintain the freedom of religious instruction. They regard such education as a social and not merely as a denominational duty. They do not, therefore, feel that extreme jealousy of a public provision for its advancement entertained by some friends of the same cause, chiefly in the manufacturing districts, who, acting denominationally, and regarding all schooling solely as a duty of their several churches, fear to accept a public provision for its aid, lest they should thereby acknowledge the principle of ecclesiastical establishment. They are not less anxious than their compeers for the freedom of religious instruction, as they understand it; but, on the other hand, they do not see objections against a public provision for a social service in the same light; and certainly they have no desire to receive public money without their schools being as open to the inspection and observation of the Government as of any other subscriber. They therefore simply hold to the independence of their present position, whatever it may want in resources, until they can see a new basis, from which to extend their operations without compromising their principles; while many others, who prefer denominational exertions for the support of day as well as Sunday schools, are waiting, in a like spirit, to learn whether any practical line of distinction can be drawn between the secular and the religious instruction, which would enable them to receive public assistance for the one without compromising the independence of the other.

To plead the cause of Christian education with parties who, like

the liberal supporters of the best British schools, are patterns of sacrifice for its advancement, is quite unnecessary. They know that such education, rightly understood, cannot be carried too far. They are sensible of the imperfection of the existing means for its promotion. They have seldom any extreme principles which deny that it is a *public* duty to improve these means, if voluntary efforts will not universally accomplish the same work; which they would much prefer, but do not generally venture to hope. They will not, I think, refuse any judicious assistance within the limited means placed, or likely to be placed, by the House of Commons, at the disposal of the Committee of Council on Education; as, for instance, in the purchase of books and apparatus, the improvement of their monitorial agency, or the apprenticing of pupil teachers, and giving them exhibitions to normal schools. But they imagine that a large national system of education cannot be created in England, except under the charge of local institutions to raise and expend the principal part of the funds devoted to its support. A school committee of rate-payers is the idea which first suggests itself; one which should either hand over moneys to the existing or the like voluntary committees, or itself have the appointment of the master, the superintendence of the school, the free choice of its reading-books, and the general charge of its support out of a local rate. Provided that the Scriptures, in the authorized version, were the sole text-book of religious instruction, *within the ordinary school-hours*, and the children universally required to attend some Sunday-school selected by their parents, they imagine that the subject of the religious denomination of the master, so that he had the proper vouchers of capacity and character, might safely be left to the committee appointing him. The more express religious instruction, they conceive, might be left to the Church, the several Dissenting congregations, and the Sunday schools, which all the children should be required to attend; or even to the schoolmaster himself, after the regular school-hours, for such portion of the children as might be of his own communion. The Sunday-schools, they think, would be greatly elevated and strengthened by the general instruction of the children in efficient day-schools, and might have whatever meetings on week-day evenings the several ministers should think advisable, if the Sabbath alone were not sufficient, owing to the pressure of other duties on that day. Two-thirds of the day-school expenses might be defrayed locally, and one-third out of the Consolidated Fund, or a larger proportion out of the latter in places of peculiar destitution. With inspection under their Lordships' superintendence, and express provision for the aid of the normal schools of the different societies, it is believed that some such system might work beneficially, provided always that the freedom of instruction, both secular and religious, were left perfectly unembarrassed; and the trustees and committees of existing schools, like the local commissioners of public works in

the towns under the Corporation Act, had the choice of placing their institutions, or not, under the support and superintendence of the public local school committee. Under any such arrangements, if they could be got into peaceful and effective operation, there would be no more alarm for the public liberties than on the appointment of a parish constable; but the views of a public system of education most disseminated being those which suppose a whole system to be entirely supported and managed from Whitehall, it is only a limited number who have taken the views to which I now refer; appealing, occasionally, to the experience of some old local trusts for educational purposes, in support of them. Between the doubts of one party as to the successful organization and peaceful working of the local institutions which they contemplate, and the misgivings of the other as to the wisdom of the imaginary central system, it is not, therefore, surprising that the only purpose strongly entertained at present, among the most active promoters of British schools, is to plod onward in the old paths of assured duty, however slowly.

I must be pardoned for noting down these hints, gathered from some of the gentlemen with whom I have been in communication, as to their views of an educational constitution for the "parish," the "union," or whatsoever local school district may ultimately be adopted, since such a constitution is perhaps essential to one for the "state," in a country accustomed from the earliest periods of its history to so much of local government. If any such can be devised, which will enlist all the local friends of education, to the administration of ampler means, in a more responsible position than that which they at present occupy, it will prove one of the greatest blessings ever conferred on a nation. That the express duties in this matter of the parents and guardians of children, of the members of different branches of Christ's church, and of the people of a civilized community, are so undistinguishable on the one hand, or so irreconcilable on the other, as to preclude all hope, even of their partial combination to the advancement of truth, science, and well-doing, far beyond the point which has heretofore been attained by the defective performance of these duties separately, is what I cannot conceive; but rather that the blessing without which no labour can prosper will be most freely imparted where every human means is rendered available on terms of perfect candour and equal justice, and where every such means is most diligently sought, and most earnestly, humbly, and trustingly employed.

The accompanying tables complete the series of those attached to the reports of my earlier tours of inspection; and the like will not require again to be obtruded upon your Lordships' attention.

I have the honour to be, my Lords,
Your Lordships' most humble and obedient servant,
JOSEPH FLETCHER.

To the Right Honourable the Lords of the
Committee of Council on Education.

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TABLE I. (A.)—BRITISH SCHOOLS; their

Note.—The averages in all the following Tables are struck by the total number of Schools according as the

Number in the Order of their Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	Date of the School's First Establishment.	Date of the Erection of the present School-house.	Date when Money issued in aid from the Parliamentary Fund.
173	Ware	1818	1839	9th January, 1839
174	Baldock	1834	1839	18th May, 1839
175	Hitchin	1810	1838	10th February, 1838
177	Newport Pagnell	1829	1834	14th February, 1838
179	Berkhampstead	1834	1834	24th December, 1834
180	New Windsor	1841	1841	1st January 842
181	High Wycombe	B. 1811 G. 1815	Purchased 1835	13th May, 1835
182	Chinnor	1840	1840	7th November, 1843
183	Thame	1836	1837	9th October, 1837
184	Wokingham	About 1824	1840	30th June, 1841
185	Newbury	1810	1839	26th August, 1840
186	Andover	1834	1833	21st July, 1834
187	Pimlico (Buckingham Chapel)	1820	1834	8th November, 1834
188	Corfe Castle	1828	Purchased 1834	26th July, 1834
189	Blandford Forum	1840	1840	20th March, 1841
190	Shaftesbury	1839	1839	4th January, 1840
191	Downton (Wilts)	1841	1840	11th August, 11th December, 1841
192	Warminster	1826	1836	18th October, 1837
193	Devizes	G. 1822 B. 1834	1834	20th October, 1834
194	Corsham	1834	1839	20th January, 1840
195	Earith (near St. Ives)	1840	1839	4th March, 1840
196	Kettering	1834	1834	11th November, 1835
197	Rothwell	1836	1836	12th April, 1835
198	Market Harborough	1838	1838	12th January, 1839
199	Leicester	1831	B. 1832 G. 1834	13th December, 1834
201	Coventry (Vicar-lane)	1833	1833	31st January, 1835.
202	Coventry (St. Nicholas-place)	1811	1841	19th January, 1842
204	Burton-on-Trent	1843	1843	15th March, 1845
206	West Bromwich (Ebenezer)	B. 1837 G. 1840	1840	23rd May, 1840
207	Willenhall (Little London)	1838	1838	4th January, 1840
208	Wolverhampton	1834	1834	18th October, 1837
211	Bilston	1839	1839	1st June, 1839
213	Darkhouse (Coseley)	1837	1837	30th October, 1837
214	Dudley	1834	1834	18th March, 1835

Grants, Cost, and Accommodation.

rated in them, or of the total number of cases brought to account in each column, demands.

her he ary se ittee nefi.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School-premises, exclusive of Ground laid into Streets.	Approximate Extent of Playgrounds, Approaches, and Offices, after deducting Site of School-buildings, and Master's House, if any.	Approximate Area of School-rooms.				
					For Boys.	For Girls.	For both in the same Room.	For Infants	For All.
	£. s.	£. s. d.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.
	75 0	298 7 0	189	75	93	..	..	..	93
	50 0	203 0 0	297	164	110	..	..	..	110
	175 0	934 8 9	1,500	1,000	252	176	..	176	604
	90 0	Upwards of 300 0 0	206	150	..	24	..	42	66
	130 0	Perhaps 1,200 0 0	696	440	89	..	..	89	178
C.	245 0	2,157 17 0	963	488	156	156	..	..	312
	400 0	1,045 15 9	274	179	129	149	..	..	278
C.	54 0	270 4 6	249	118	72	..	..	..	72
	150 0	1,563 8 9	1,467	1,064	171	101	..	..	272
	125 0	621 18 4	776	490	83	83	..	..	166
C.	138 0	493 19 10	596	390	177	..	..	..	177
	170 0	386 19 3	268	184	67	67	..	..	134
	100 0	About 600 0 0	808	..	149	..	..	..	149
	295 0	Perhaps 450 0 0	166	52	..	..	114	..	114
C.	150 0	399 4 0	332	211	60	48	..	..	108
	100 0	378 15 9	387	210	..	..	88	61	149
C.	150 0	410 12 6	1,210	1,008	174	..	..	..	174
	155 0	721 14 3	297	17	125	121	..	..	246
	140 0	302 13 1	281	107	150	163	..	..	313
	100 0	230 19 6	272	107	139	..	..	..	139
C.	100 0	900 11 0	496 besides rented ground.	329	152	..	..	59	211
	250 0	680 2 11	1,382	920	200	200	..	..	400
	100 0	211 15 10	185	25	135	..	..	..	135
	225 0	788 2 11	578	189	171	171	..	..	342
	750 0	{ 885 17 5	786	439	312	..	..	..	} 546
		{ 861 13 2	760	493	..	234	..	..	
	200 0	975 0 0	177	20	..	270	..	..	270
	125 0	691 11 1	463	271	197	..	..	..	197
C.	237 10	826 10 4	900	297	109	102	..	..	211
C.	100 0	Perhaps 400 0 0	134	23	98	98	..	..	196
C.	150 0	477 9 5	654	523	107	107	..	..	214
	500 0	1,429 19 5	1,041	462	234	198	..	99	531
	150 0	430 12 0	100	..	..	89	..	89	178
	• 150 0	534 12 4	425	248	..	..	69	78	147
	400 0	1,173 8 8	948	682	230	230	..	..	460

TABLE I. (A.)—British Schools; their D

Number in the Order of their Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	Date of the School's First Establishment.	Date of the Erection of the present School-house.	Date when Money issued in a from the Parliamentary Fun
215	Ruiton (near Dudley)	1826	1827 Enlarged 1835	30th December, 1835
216	Clifton	1835	1835	26th November, 1836
217	Winscombe (Woodburrow) . .	1835	1835	26th December, 1835
218	Street and Walton	1837	1837	21st June, 1837 . .
219	Briton Ferry, near Neath . . .	1842	1841	2nd January, 1843 .
224	St. Dogwell's (Pembrokeshire) .	1834	1834	20th August 1834 . 24th December, 1836
225	Newport (Monmouth)	1834	1835	19th March, 1836 .
226	Ross and Archenfield	B. 1837 G. 1840	1836	25th March, 1837 . 29th October, 1837 . 9th September, 1840 4th May, 1846 . .
227	Ebley, near Stroud	1840	1840	12th August, 1840 . 14th March, 1845 .
228	Stroud	1837	1837	1st August, 1840 .
229	Cheltenham	1837	1837	11th April, 1838 . .
230	Gloucester	1841	1841	28th August, 1841 .
231	King's Court (Rodborough) . .	1837	1837	26th July, 1839 . .
232	Nailsworth	1838	1838	27th October, 1838 .
233	Taunton	1834	1839	1st January, 1840 . 15th January, 1840 .
234	Lyme Regis	1837	1837	25th October, 1837 .
235	Honiton	1834	1834	11th September, 1834
237	Buckfastleigh	1835	1835	30th December, 1835
238	Kingsbridge and Dodbrooke . .	B. 1842 G. 1844	1841	6th October, 1842 . 24th April, 1845 . .
239	Stoke, near Devonport	1819	1836	21st May, 1836 . .
241	Liskeard	1833	1835	18th February, 1835 .
243	Truro	1832	1839	1st June, 1839 . .
245	Camborne	1834	1835	18th November, 1835
246	Constantine	1837	1837	3rd February, 1838 .
247	Launceston	1834	1838	14th January, 1837 .
251	Bideford	1836	1837	14th January, 1837 .
Total	[60]	..	..	. . .
Average	. . . . .	..	..	. . .

, Cost, and Accommodation—*continued.*

	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School-premises, exclusive of Ground laid into Streets.	Approximate Extent of Playgrounds Approaches, and Offices, after deducting Site of School-buildings, and Master's House, if any.	Approximate Area of School-rooms.				
					For Boys.	For Girls.	For both in the same Room.	For Infants	For All.
	£. s.	£. s. d.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.
	150 0	350 2 10	500	340	115	37	..	100	252
	150 0	900 0 0	350	45	133	133	..	..	266
	50 0	114 6 0	200	50	..	..	89	..	89
	100 0	About 333 0 0	1,815	1,600	..	..	89	56	145
	96 0	339 18 11	589	428	63	63	..	..	126
	125 0 50 0	330 0 0	2,000	1,650	105	105	..	..	210
	75 0	236 13 10	511	356	..	130	..	..	130
	100 0 100 0 250 0 100 0	1,859 0 6	202	40	132	90	..	..	222
	150 0 150 0	1,204 3 6	3,482	3,232	..	..	220	87	307
	150 0	1,198 11 2	800	627	144	144	..	..	288
	125 0	Upwards of 1,000 0 0	196	..	..	178	..	..	178
	250 0	1,230 10 2	599	217	197	131	..	..	328
	70 0	275 13 1	1,040	911	..	..	107	..	107
	100 0	224 16 6	514	414	..	..	80	..	80
	75 0 125 0	948 16 4	360	120	144	144	..	..	288
	150 0	418 14 1	158	46	..	..	100	100	200
	150 0	331 5 6	121	..	100	..	..	..	100
	170 0	356 14 3	275	..	111	111	..	..	222
	103 0 100 0	773 8 0	921	765	131	86	..	..	217
	90 0	512 10 0	426	280	96	96	..	..	192
	125 0	288 0 0	241	110	107	..	..	..	107
	300 0	1,252 14 0	931	378	220	132	..	104	456
	150 0	645 17 5	1,966	1,700	..	..	234	..	234
	70 0	258 15 7	272	181	72	72	..	..	144
	100 0	242 7 3	225	76	125	..	..	..	125
	240 0	630 10 3	308	160	126	126	..	..	252
	[60] 10,718 10	[60] 40,498 13 11	[60] 38,765	[60] 25,091	[45] 6,262	[36] 4,565	[10] 1,190	[13] 1,140	[60] 13,157
	178 13	675 0 0	646	418	139	127	119	88	219

TABLE I. (B.)—BRITISH SCHOOLS; Children on the Books, ge

Number in the Order of their Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	On the Books during the last Six Months.						Average Attend		
		Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms Schools.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	T
173	Ware	95	..	95	..	..	..	90	..	
174	Baldock	70	..	70	..	..	..	40	..	
175	Hitchin	260	About 120	80	..	..	..	240	About 100	
177	Newport Pagnell	..	42	42	..	..	..	..	35	
179	Berkhampstead	90	..	90	..	..	..	66	..	
180	New Windsor	144	112	256	..	..	..	115	66	
181	High Wycombe	170	110	280	..	..	..	130	90	
182	Chinnor	80	..	80	..	..	..	55	..	
183	Thame	160	55	215	..	..	..	111	37	
184	Wokingham	80	100	180	..	..	..	55	60	
185	Newbury	School closed for holidays.					..	..	..	
186	Andover	104	100	204	..	..	..	79	80	
187	Pimlico (Buckingham Chapel).	School in merely a provisional state.						..	..	
188	Corfe Castle	..	..	..	100	50	150	..	..	
189	Blandford Forum	104	72	176	..	..	..	75	48	
190	Shaftesbury	..	..	..	30	46	76	..	..	
191	Downton (Wilts)	125	..	125	..	..	..	77	..	
192	Warminster	75	95	170	..	..	..	57	59	
193	Devizes	140	120	260	..	..	..	110	100	
194	Corsham	70	..	70	..	..	..	55	..	
195	Earith (near St. Ives)	50	..	50	..	..	..	50	..	
196	Kettering	170	About 100	270	..	..	..	..	..	
197	Rothwell	80	..	80	..	..	..	70	..	
198	Market Harborough	..	..	..	..	..	..	84	60	
199	Leicester	400	250	650	..	..	..	300	200	
201	Coventry (Vicar Lane)	..	100	100	..	..	..	..	70	
202	Coventry (St. Nicholas Place).	200	..	200	..	..	..	140	..	
204	Burton-on-Trent	98	96	194	..	..	..	75	65	
206	West Bromwich (Ebenezer).	115	70	185	..	..	..	75	55	
207	Willenhall (Little London)	93	105	198	..	..	..	58	57	

ading, and actually Present; Ages; and Weekly Payments.

the last	Actually Present at the Time of Inspection.						Infant Schools attached to British Schools.		
e Rooms and Schools.	Separate Rooms and Schools.			Same Rooms and Schools.			On the Books during last 6 Months.	Average Attendance last 6 Months.	Actually Present at Inspection.
Girls. Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Total Boys & Girls, same Room.	Total Boys & Girls, same Room.	Total Boys & Girls, same Room.
.. ..	87	..	87	..	..	..	..	..	..
.. ..	41	..	41	..	..	..	..	..	..
		About					About	About	About
.. ..	240	80	320	..	..	..	150	130	120
.. ..	..	29	29	..	..	..	60	50	52
.. ..	70	..	70	..	..	..	55	43	44
.. ..	90	42	132	..	..	..	..	..	..
.. ..	122	79	201	..	..	..	..	..	..
.. ..	38	..	38	..	..	..	..	..	..
.. ..	115	40	155	..	..	..	..	..	..
.. ..	50	57	107	..	..	..	..	..	..
.. ..	..	..	..	..	..	..	..	..	..
.. ..	60	60	120	..	..	..	..	..	..
.. ..	52	18	70	..	..	..	None.	None.	None.
44 129	..	..	..	90	56	146?	..	..	..
	About								
.. ..	60	55	115	..	..	..	..	..	..
30 50	..	..	..	..	..	47	..	..	22
.. ..	88	..	88	..	..	..	..	..	..
.. ..	48	50	98	..	..	..	..	..	..
.. ..	113	100	213	..	..	..	..	..	..
.. ..	55	..	55	..	..	..	..	..	..
.. ..	Dispersed on account of great cattle fair.						60	45	Holiday.
.. ..	108	66	174	..	..	..	..	..	..
.. ..	19	..	19	..	..	..	..	..	..
.. ..	69	54	123	..	..	..	..	..	..
.. ..	200	120	320	..	..	..	..	..	..
.. ..	..	80	80	..	..	..	..	..	..
.. ..	125	..	125	..	..	..	..	..	..
.. ..	67	54	121	..	..	..	..	..	..
.. ..	80	55	135	..	..	..	.	..	..
.. ..	53	50	103	..	..	..	..	..	..

(*Continued on p.* 128.)

TABLE I. (B.)—British Schools; Children on the Books, generi

Number in the Order of their Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	Ages at which the Children generally come to School.			Ages at wh
		Boys.	Girls.	Infants.	Boys.
173	Ware	5 or 6	..	..	11
174	Baldock	Irregular.	..	..	A few stay till 12 or 13
175	Hitchin	About 7	..	..	About 11
177	Newport Pagnell	..	About 6	About 2	..
179	Berkhampstead	7 to 10	..	Very young.	10 to 11
180	New Windsor	6 to 8	6 to 8	..	10 to 11
181	High Wycombe	About 5	About 5	..	Before 12
182	Chinnor	5 to 7	..	..	10 to 11
183	Thame	About 6	About 6	..	About 9
184	Wokingham	4 to 5	4 to 5	..	About 11
185	Newbury	..	..	..	..
186	Andover	5 to 9	5 to 9	..	About 12
187	Pimlico (Buckingham Chapel)	..	..	..	..
188	Corfe Castle	5 to 6	5 to 6	..	9 to 10
189	Blandford Forum	..	6	..	..
190	Shaftesbury	Young, but irregular.			Ve
191	Downton (Wilts)	5 to 6	..	..	Uncertain.
192	Warminster	Infantile ages.		..	10 to 11
193	Devizes	Very young.		..	Very young
194	Corsham	Very young.	..	..	10 to 11
195	Earith (near St. Ives)	5 and 6	..	..	Irregular.
196	Kettering	5 to 7	5 to 7	..	Early.
197	Rothwell			School in a	
198	Market Harborough	6 to 7	3 to 4	..	Early.
199	Leicester	6 to 8	6 to 8	..	Not exceeding 12.
201	Coventry (Vicar Lane)	..	6 and 7	..	..
202	Coventry (St. Nicholas Place)	Young.	..	..	Early.
204	Burton-on-Trent	Infantile ages.		..	Uncertain.
206	West Bromwich (Ebenezer)	Irregular.	8 to 12	..	Young.
207	Willenhall (Little London)	Very young.		..	Very young

ıg, and actually Present; Ages; and Weekly Payments—*continued.*

ıren generally leave ol.		
le.	Infants.	Weekly Payments for each Child, and grounds upon which the Fees are graduated where not uniform.
.	..	2*d.*, and a few at a higher rate.
.	..	1*d.*, and 2*d.* those who write on paper.
.	..	2*d.* the first child, and 1*d.* every other from the same family.
ıt 12	5 or 6	2*d.* each, except in Infant School, where all more than one from same family pay only 1*d.*
.	Very young.	1*d.*
› 11	..	2*d.* and 3*d.*
ıs 12	..	2*d.*, and 12 or 15 tradesmen's children 6*d.*, some gratis, being too poor to pay.
.	..	1*d.*
ut 9	..	1*d.*
ıt 11	..	1*d.*, 2*d.*, 3*d.*, 4*d.*, and 6*d.*, according to parents' abilities.
.	..	1½*d.*
ıt 12	..	2*d.*, and four from same family 6*d.*
.	..	3*d.*
› 10	..	3*d.*, 2*d.*, 1*d.*, and nothing, according to the ability of the parents.
till 15	..	1*d.* the poorest, and others 6*d.* per week.
ın.		2*d.*, and 1*d.* more for copybooks, if writing in them.
.	..	1*d.* labouring classes, others 4*d.*
o 11	..	2*d.* for first child, and 1*d.* every other from same family, besides paying for copybooks.
roung.	..	2*d.* boys, and 1*d.* for girls, besides a private class that pays 6*d.* per week.
.	..	1*d.*, 2*d.*, and a few at 6*d.*, the latter the bigger boys, who have gone on to drawing, grammar, &c.
.	..	1*d.* for poorest, and 4*d.*, 6*d.*, and sometimes 1*s.*, but very few.
rly.	..	2*d.* the first, and 1*d.* the rest from same family; tradesmen's children pay 3*d.*, some 4*d.*, and some 3*s.* or 4*s.* quarterly.
transition state.		2*d.* the first, and 1*d.* the rest from same family.
ırly.	..	3*d.*; subscribers for each 7*s.* 6*d.* may nominate one who pays 1*d.* only; in the girls', 18 pay the 3*d.* out of 60.
xceed- 12.	..	2*d.* each, except a few at 1*d.* whom the master takes, but the deficit comes out of his salary.
ıd 11	..	2*d.*
.	..	3*d.* and 4*d.*, the latter taught geography, singing, and drawing; a class of tradesmen's children taught at 12*s.* per quarter.
rtain.	..	2*d.*
2	..	3*d.* and some 4*d.*, if able, in the girls' school, 6*d.* in the boys' school; chiefly the children of overseers and small tradesmen.
roung.	..	2*d.* and 3*d.* per week, the latter writing in books and learning arithmetic.

TABLE I. (B.)—British Schools; Children on the Books, gener

Number in the Order of their Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	On the Books during the last Six Months.						Average Attendan		
		Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms an Schools.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total
208	Wolverhampton	95	80	175	..	..	..	75	65	14
211	Bilston	Schools discontinued.			..	..	..	..	..	..
213	Darkhouse Coseley	..	..	..	35	45	80	..	..	..
214	Dudley	304	110	414	..	..	..	264	70	33
215	Ruiton (near Dudley)	90	60	150	..	..	..	65	48	11
216	Clifton	..	..	320	..	..	..	..	..	25
217	Winscombe (Woodburrow)	..	..	..	60	40	100	..	..	..
218	Street and Walton	..	..	..	..	..	100	..	..	..
219	Briton Ferry (near Neath)	..	..	60	..	..	..	..	..	4
224	St. Dogwell's (Pembrokeshire).	..	..	75	..	..	..	..	..	4
225	Newport (Monmouth)	..	115	115	..	..	..	..	97	97
226	Ross and Archenfield	120	85	205	..	..	..	90	70	16
227	Ebley (near Stroud)	..	..	..	105	70	175	..	..	..
228	Stroud	111	About 90	201	..	..	..	80	60	140
229	Cheltenham	..	120	120	..	..	..	..	70	70
230	Gloucester	160	170	330	..	..	..	115	130	245
231	King's Court (Rodborough).	..	..	..	64	40	104	..	..	..
232	Nailsworth	..	..	..	..	..	74	..	..	..
233	Taunton	150	100	250	..	..	..	130	85	215
234	Lyme Regis	..	..	..	..	..	120	..	..	..
235	Honiton	80	..	80	..	..	..	60	..	60
237	Buckfastleigh	About 60	Discontinued.	60	..	..	..	About 40	Discontinued.	40
238	Kingsbridge and Dodbrooke.	125	63	188	..	..	..	95	38	133
239	Stoke (near Devonport)	Not inspected, because Committee divided in opinion								
241	Liskeard	170	..	170	..	..	..	125	..	125
243	Truro	220	85	305	..	..	..	160	60	220
245	Camborne	..	..	..	155	100	255	..	..	..
246	Constantine	90	80	170	..	..	..	50	50	100
247	Launceston	About 100	..	100	..	..	..	About 80	..	80
251	Bideford	90	About 90	180	..	..	..	75	About 70	145
		[38]	[29]	[45]	[7]	[7]	[10]	[38]	[29]	[45]
Total	60	4,938	2,895	8,288	549	391	1,234	3,711	2,095	6,14
Average		130	100	184	78	56	123	98	72	13

Attending, and actually Present; and Weekly Payments—*continued.*

during the last Months.			Actually Present at the Time of Inspection.						Infant Schools attached to British Schools.		
Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.			On the Books during last 6 Months.	Average Attendance last 6 Months.	Actually Present at Inspection.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Total Boys & Girls, same Room.	Total Boys & Girls, same Room.	Total Boys & Girls, same Room.
..	..	..	95	80	175	..	..	..	70	50	40
..	..	..	..	..	..	..	..	..	..	..	..
25	35	60	..	..	..	Holidays.			100	80	Holidays.
..	..	..	240	65	305	..	..	..	..	..	..
..	..	..	60	40	100	..	..	..	100	70	60
..	..	..	Holidays.			..	..	..	595	468	338
20	20	40	..	..	..	18	25	43	..	..	..
..	..	30	..	..	..	..	..	20	..	45	60
..	..	..	20	20	40	..	..	..	..	..	..
..	..	..	..	..	50	..	..	..	..	..	..
..	..	..	..	60	60	..	..	..	..	..	..
..	..	..	50	33	83	..	..	..	..	..	..
70	60	130	..	..	..	96	47	143	..	..	..
..	..	..	80	60	140	..	..	..	..	..	..
..	..	..	..	86	86	..	..	..	..	..	..
..	..	..	100	137	237	..	..	..	..	..	..
50	30	80	..	..	..	..	..	78	..	..	..
50	15	65	..	..	..	40	8	48	..	..	..
..	..	..	130	95	225	..	..	..	..	..	..
..	..	100	..	..	..	60	50	110	..	..	..
..	..	..	57	..	57	..	..	..	..	..	..
..	..	..	37	Discontinued.	37	..	..	..	..	..	..
..	..	..	79	39	118	..	..	..	..	..	..
respecting the principles on which the school should be conducted.											
..	..	..	60	..	60	..	..	..	..	..	..
..	..	..	160	60	220	..	..	..	86	66	80
100	75	175	..	..	..	110	78	188	..	..	..
..	..	..	46	50	96	..	..	..	..	..	..
..	..	..	63	..	63	..	..	..	..	..	..
..	..	..	72	60	132	..	..	..	..	..	..
[8]	[8]	[10]	[40]	[32]	[45]	[6]	[6]	[9]	[8]	[9]	[8]
420	309	859	3,399	1,974	5,423	414	264	823	681	579	478
63	39	86	85	62	121	69	44	91	85	64	60

TABLE I. (B.)—British Schools; Children on the Books, gener

Number in the Order of their Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	Ages at which the Children generally come to School.			Ages at wh
		Boys.	Girls.	Infants.	Boys.
208	Wolverhampton . . .	7	7	..	Uncertai
211	Bilston	..	..	..	..
213	Darkhouse Coseley . .	..	Holidays.	..	..
214	Dudley	Uncertain.		..	Uncertai
215	Ruiton (near Dudley) .	..	..	..	..
216	Clifton	School dispersed for holidays			
217	Winscombe (Woodburrow)	..	..	..	..
218	Street and Walton . .	6 and 7	6 and 7	1½ to 2	..
219	Briton Ferry (near Neath)	Very young.		..	About 1
224	St. Dogwell's (Pembrokeshire).	6 to 9	6 to 9	..	About 1
225	Newport (Monmouth) .	Children in boys' school not entered, because without public aid.			
226	Ross and Archenfield .	Range very young.			
227	Ebley (near Stroud) . .	6 to 8	6 to 8	..	10 to 14
228	Stroud	About 6	About 6	..	9 to 10
229	Cheltenham	..	Very young.	..	..
230	Gloucester.	Infantile ages.		..	Uncertai
231	King's Court (Roddborough).	Under 6		..	About 5
232	Nailsworth	Very young; not more than 4.		..	Irregula and retu vanced s
233	Taunton	6 to 7	6to 7	..	10 to 1
234	Lyme Regis	5 to 7	5 to 7	..	Unknow
235	Honiton	About 6	..	..	About 1
237	Buckfastleigh . . .	4 to 6	..	..	9 to 10
238	Kingsbridge and Dodbrooke.	Not under 6	Not under 4	..	9 to 11
239	Stoke (near Devonport) .	Not inspected.			
241	Liskeard	About 6	..	..	About 1
243	Truro	6 to 8	6 to 8	..	11 to 1
245	Camborne	About 7		..	8, 9, 10, o
246	Constantine	Very young.		..	
247	Launceston	6 to 7	..	..	About 1
251	Bideford	6 to 9	6 to 9	..	10 to 1
Total	60	..	..	..	..
Average		..	..	..	..

ding, and actually Present; Ages; and Weekly Payments—*continued.*

ildren generally leave hool.		
irls.	Infants.	Weekly Payments for each Child, and grounds upon which the Fees are graduated where not uniform.
ertain.	..	2*d.*
..	..	
days.	..	1½*d.* the infants, and those who learn to sew and read; 2½*d.* those who learn also writing and arithmetic; a few perfectly free.
ertain.	..	2*d.*
..	..	2*d.*, those who learn writing and arithmetic 3*d.*
		A graduated scale; for boys 2*d.*, 3*d.*, 4*d.*, and 6*d.*, and for girls 2*d.*, 4*d.*, and 6*d.*
..	..	1*d.*, and 2*d.* a few more able.
rtain.		2*d.* British School, and 1*d.* Infants'.
out 10	..	2*d.*
out 14	..	1*s.* 6*d.* and 2*s.* 6*d.* per quarter for reading and a little arithmetic, according to parents' ability; 3*s.* and 4*s.* for reading, writing, and arithmetic.
l-house erected		1*d.*
		2*d.*; those sent by subscribers 1*d.*
to 14	..	2*d.*
to 10	..	2*d.* first child, and 1*d.* every other from same family.
arly.	..	1*d.*, and those who write in copybooks 2*d.*
ertain.	..	2*d.*, a few at 4*s.* 6*d.* per annum.
out 9	..	1*d.*, and 2*d.* those who write in books, and some free through subscribers.
	..	
leave	..	1*d.*
ne ad-		
to 11	..	2*d.* first, and 1*d.* every other from same family; some free, not exceeding 30, through subscribers.
nown.		1*d.* the poorest, 2*d.* and 3*d.* those who write in copybooks.
..	..	3*d.*, 2*d.*, and 1*d.*, according to parents' ability.
..	..	4*d.*, 2*d.*, and 1*d.*, according to parents' ability.
o 11	..	2*d.*
..	..	1*d.*
to 12	..	2*d.* first child, and 1*d.* every other from same family; those learning geography and grammar pay 3*d.*
0, or 11	..	2*d.* first child, and 1*d.* every other from same family.
	..	1*d.* each, besides copybooks.
..	..	2*d.*, and 4*d.* for two, but any number above
to 11	..	1*d.* per week, or 1*s.* per quarter; subscribers of 4*s.* per annum, or 3*l.* to the building, have liberty to recommend one free.
..	..	
..	..	

TABLE I. (C.)—BRITISH SCHOOLS; Income, from

No. in the Order of Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	ANNUAL INCOME.			
		Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.
173	Ware	18 0 0	..	..	37 10 0
174	Baldock	50 0 0	..	..	12 0 0
175	Hitchin (Boys' School alone)	..	..	80 0 0	80 0 0
177	Newport Pagnell	26 2 0	4 14 10	..	26 0 0
179	Berkhampstead	50 0 0	..	25 0 0	30 0 0
180	New Windsor	40 0 0	10 0 0	..	111 15 2
181	High Wycombe (Boys)	42 7 6	..	..	56 0 0
	(Girls)	44 17 6	2 11 0	..	14 15 11
182	Chinnor	10 11 0	5 0 0	..	11 0 0
183	Thame	37 8 6	13 2 0	(Boys .) (Girls .)	21 0 0 / 8 0 0
184	Wokingham	32 16 1	..	(Boys .) (Girls .)	11 15 4 / 29 19 9
185	Newbury	56 0 0	..	..	Unknown
186	Andover	32 0 0	..	..	32 0 0
187	Pimlico (Buckingham Chapel)	..	..	..	About 40 0 0
188	Corfe Castle	55 0 0	..	..	20 0 0
189	Blandford Forum	80 0 0	..	..	20 0 0
190	Shaftesbury	10 0 0	..	..	22 10 0
191	Downton (Wilts)	64 19 0	..	..	20 0 0
192	Warminster	54 9 9	..	(Boys .) (Girls .)	25 4 3 / 16 0 1
193	Devizes (Boys)	30 0 0	..	..	41 15 4
	(Girls)	17 10 0	..	..	20 0 0
194	Corsham	34 18 9	..	..	14 3 6
195	Earith (near St. Ives), (Boys' School only).	2 0 0	..	70 0 0	17 19 8
196	Kettering	65 5 0	..	..	73 8 10
197	Rothwell	School's operations almost suspended by differences			
198	Market Harborough	60 0 0	..	(Boys .) (Girls .)	29 10 10 / 14 0 11
199	Leicester	76 8 2	..	15 0 0	68 5 2 / 113 17 4
201	Coventry (Vicar Lane)	Collections by ladies, and subscriptions sufficient, in addition to endowment, to meet expenses.		50 0 0	..

at Sources; Expenditure, on what Objects.

From other Sources.	Total.	ANNUAL EXPENDITURE. Salary or other Remuneration of Teachers or Monitors. Master of Boys' School.	Master of Day School for both Boys and Girls.	Mistress of Girls' School.	Mistress of Girls in the same Room with Boys.	Master of Infant School.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s.
..	55 10 0	55 10 0	..	..	..	..
..	62 0 0	52 0 0	..	..	..	..
..	160 0 0	90 0 0 with house.	..	..	..	..
8 0 0	64 16 10	..	..	33 0 0	..	..
..	105 0 0	40 0 0 with house.	..	..	..	..
..	161 15 2	Both teachers 140 0 0 with house.	..	Included in master's, being his wife.	..	..
86 2 8½	245 14 7	88 0 0	..	35 0 0	..	..
..	26 11 0	31 4 0	..	..	..	..
16 10 0	96 0 6	60 0 0 with half the house.	..	33 0 0 with half the house.	..	..
8 7 6	79 18 8	48 0 0 with part of the house.	..	30 0 0 with part of the house.	..	..
..	56 0 0	36 15 0 with children's pence.	..	..	..	..
..	64 0 0	36 0 0	..	26 0 0	..	..
..	40 0 0	About 30 0 0	..	About 10 0 0	..	..
..	75 0 0	..	30 0 0	..	20 0 0	..
..	100 0 0	60 0 0	..	20 0 0	..	..
..	32 10 0	..	40 0 0	..	7 3 0	..
0 7 0	85 6 0	55 0 0	..	..	..	..
26 4 5	121 18 6	57 3 6	..	33 6 8	..	..
6 0 0 23 10 3	138 15 7	70 0 0	..	40 0 0 with house.	..	..
..	49 2 3	35 0 0	..	..	..	..
3 17 8	93 17 4	In 1845, 70 0 0 but varies.	..	..	..	..
0 5 4	138 19 2	56 0 0	..	40 0 0	..	..
this Committee.						
..	103 11 9	52 0 0	..	40 0 0	..	..
..	273 10 8	122 12 4	..	71 5 2	..	..
..	50 0 0	..	..	40 0 0 with rooms.	..	..

(Continued on p.

TABLE I. (C.)—British Schools; Income, &c

No. in the Order of Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	ANNU			
		Salary or other Remuneration of Teachers or Monitors—co			
		Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Present to Monitors collectively
		£. s. d.	£. s. d.	£. s. d.	£. s.
173	Ware	..	..	..	..
174	Baldock	..	..	..	..
175	Hitchin (Boys' School alone)	..	10 0 0	..	17 0
177	Newport Pagnell	33 9 0	..	..	..
179	Berkhampstead	40 0 0	..	..	..
180	New Windsor	..	..	..	..
181	High Wycombe { Boys / Girls }	..	..	..	{ 3 14 / 6 13
182	Chinnor	..	..	..	..
183	Thame	..	..	..	2 0
184	Wokingham	..	..	..	..
185	Newbury	..	..	..	1 0
186	Andover	..	..	..	..
187	Pimlico (Buckingham Chapel)	..	..	..	..
188	Corfe Castle	..	..	..	..
189	Blandford Farm	..	..	..	..
190	Shaftesbury	7 3 0	..	..	2 3
191	Downton (Wilts)	..	..	..	..
192	Warminster	..	..	..	..
193	Boys { Boys / Girls }	..	..	..	6 1
194	Corsham	..	..	..	3 4
195	Earith (near St. Ives), (Boys' School only).	Not included in return.	..	..	..
196	Kettering	..	..	..	3 15
197	Rothwell	..	..	..	..
198	Market Harborough	..	..	..	..
199	Leicester	..	15 0 0 with the like from head master.	Paid by head mistress.	Included w books an stationery
201	Coventry (Vicar Lane)	..	..	..	..

ual Sources; Expenditure, on what Objects—*continued.*

XPENDITURE—*continued.*

Miscellaneous Expenditure in the past Year.																		Total.		
Repairs.			Furniture and Apparatus.			Books and Stationery.			Fuel.			Other Expenses.			Total of Miscellaneous Expenditure.					
£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
Defrayed by special donations and subscriptions.															..			55	10	0
1	10	0	..			3	6	0	2	0	0	3	10	0	10	6	0	62	6	0
30	0	0	..			10	0	0	4	0	0	3	16	6	37	16	6	154	16	6
0	7	9	0	5	6	0	2	4	0	10	9	2	2	9	3	9	1	69	9	1
1	0	0	1	0	0	..			3	0	0	..			5	0	0	85	0	0
Iterations,																				
35	9	6	..			7	17	9	7	10	0	1	19	6	112	16	9	252	16	9
19	6	10	..			5	7	8	3	0	0	5	19	5	84	5	5	217	14	0
14	0	8							2	1	1	34	9	9						
..			..			..			0	10	0	..			0	10	0	31	14	0
..			..			7	2	2	1	2	6	7	10	11	15	15	7	110	15	7
..			..			..			..			4	5	9	4	5	9	82	5	9
0	15	6	2	0	0	..			0	9	8	..			3	5	2	41	0	2
..			..			..			..			..			..			62	0	0
..			..			..			..			..			..			40	0	0
10	0	0	14	0	0	..			1	0	0	1	0	0	26	0	0	76	0	0
15	0	0	5	0	0	..			1	0	0	..			21	0	0	101	0	0
Trifling, but kept up, with assistance from a friend.															..			56	9	4
3	14	0	1	2	6	5	15	0	1	1	11	0	15	2	12	8	7	67	8	7
0	6	0	..			6	2	6	4	0	9	4	13	3	15	2	6	105	12	8
..			1	8	9	1	7	0	1	13	8	2	9	3	20	18	3	136	19	6
5	3	4	3	17	4	2	5	3	1	13	8	1	0	0						
..			..			1	18	9	..			1	15	4	3	14	1	41	18	1
2	10	11	1	7	2	..			..			19	0	6	22	18	7	92	18	7
..			39	4	1	..			5	3	11	2	9	1	46	17	1	146	12	2
..			..			..			..			..			..			..		
0	14	3	..			8	9	2	3	0	0	4	16	1	16	19	6	108	19	6
9	6	0	..			39	15	6	..			14	17	3	63	18	9	272	16	3
Met by collections and subscriptions.												..			..			50	0	0

TABLE I. (C.)—British Schools; Income, f

No. in the Order of Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	ANNUAL INCOM			
		Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fe
		£. s. d.	£. s. d.	£. s. d.	£. s.
202	Coventry (St. Nicholas Lane)	20 0 0	..	..	90 0
204	Burton-on-Trent	30 14 6	..	..	60 10
206	West Bromwich (Ebenezer)	No complete statement obtainable.			
207	Willenhall (Little London)	12 0 0	9 18 0	..	About 64 0
208	Wolverhampton	69 4 0	..	Boys . Girls . Infants .	30 0 25 0 20 0
211	Bilston	Schools discontinued.			
213	Darkhouse Coseley	3 10 0	40 0 0	..	About 37 0
214	Dudley	No complete statement obtainable.			
215	Ruiton (near Dudley)	5 0 0	40 0 0	Boys . Girls . Infants .	32 10 20 0 18 4
216	Clifton	Holidays at time of visit, and no complete statem			
217	Winscombe (Woodburrow)	3½ 0 0	..	..	10 0
218	Street and Walton	About 13 0 0	..	..	22 2
219	Briton Ferry (near Neath)	No complete statement obtainable.			
224	St. Dogwell's (Pembrokeshire)	..	..	6 5 0	12 0
225	Newport (Monmouth)	Accounts inseparable from those of the Boys' Sc			
226	Ross and Archenfield	28 19 0	..	..	35 7
227	Ebley (near Stroud)	..	30 0 0	..	45 0
228	Stroud	60 0 0	..	Boys . Girls .	20 0 12 0
229	Cheltenham	Accounts inseparable from those of a school built wit			
230	Gloucester	64 8 9	..	..	40 11
231	King's Court (Rodborough)	35 0 0	20 0 0	..	10 0
232	Nailsworth	25 0 0	..	..	Abou 20 0
233	Taunton	66 13 6	3 6 6	Boys . Girls .	25 0 20 0
234	Lyme Regis	30 0 0	..	..	Abou 30 0

Sources; Expenditure, on what Objects—*continued.*

From other sources.	Total.	ANNUAL EXPENDITURE. Salary or other Remuneration of Teachers or Monitors. Master of Boys' School.	Master of Day School for both Boys and Girls.	Mistress of Girls' Schools.	Mistress of Girls in the same Room with Boys.	Master of Infant School.
s. d.	£. *s. d.*	£. *s. d.*	£. *s. d.*	£. *s. d.*	£. *s. d.*	£. *s. d.*
..	110 0 0	90 0 0	..	..	..	..
..	91 4 6	50 0 0 with house.	..	About 40 0 0	..	..
..	85 18 0	90 0 0	..	Included in master's, being his wife.	..	..
..	144 4 0	90 0 0	..	55 0 0	..	..
..	80 10 0	..	..	..	20 16 0	..
..	115 14 0	52 10 0	..	20 0 0	..	..
lied.						
..	42 0 0	..	26 18 0 with house and coal.	..	14 6 0	..
..	35 2 0	..	..	..	20 16 0 with rooms.	..
..	18 5 0	18 5 0 with house.	..	..	..	..
without aid from Government.						
0 10 0	64 16 10	About 60 0 0 with house.	..	20 0 0	..	..
..	75 0 0	..	55 0 0	..	..	..
..	92 0 0	50 0 0	..	32 0 0	..	..
om Government.						
..	105 0 2	60 0 0	..	40 0 0	..	..
..	65 0 0	..	60 0 0	..	5 0 0	..
..	45 0 0	..	45 0 0	..	..	..
..	115 0 0	73 0 0 with house.	..	38 0 0 with rooms.	..	..
..	60 0 0	..	60 0 0	..	Wife of master, and emolument included in his.	..

(*Continued on p.* 140.)

TABLE I. (C.)—British Schools; Income, &c

No. in the Order of Inspection.	*British Schools;* with the Infant Schools in some instances attached to them.	ANNUAL Salary or other Remuneration of Teachers or Monitors—c			
		Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presents to Monitors collectively
		£. s. d.	£. s. d.	£. s. d.	£. s. d
202	Coventry (St. Nicholas Lane)	..	..	..	..
204	Burton-on-Trent	..	..	..	..
206	West Bromwich (Ebenezer)	..	..	..	..
207	Willenhall (Little London)	..	..	..	..
208	Wolverhampton	20 0 0	..	..	..
211	Bilston	..	..	..	..
213	Darkhouse Coseley	18 4 0	..	..	..
214	Dudley	..	..	..	..
215	Ruiton (near Dudley)	26 0 0	..	..	..
216	Clifton	..	..	..	..
217	Winscombe (Woodburrow)	..	..	..	..
218	Street and Walton	13 0 0. with rooms.	..	..	..
219	Briton Ferry (Near Neath)	..	..	..	..
224	St. Dogwell's (Pembrokeshire)	..	..	..	..
225	Newport (Monmouth)	..	..	..	..
226	Ross and Archenfield	Merely a female assistant teacher for the girls and infants	..	..	..
227	Ebley (near Stroud)		..	..	7 10
228	Stroud	..	..	..	..
229	Cheltenham	..	..	..	..
230	Gloucester	..	..	..	5 4
231	King's Court (Rodborough)	..	..	..	..
232	Nailsworth	..	..	..	..
233	Taunton	..	..	..	3.12
234	Lyme Regis	..	..	..	..

[illegible] Sources; Expenditure, on what Objects—*continued.*

[illegible]DITURE—*continued.*

Miscellaneous Expenditure in the past Year.						Total.
Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel.	Other Expenses.	Total of Miscellaneous Expenditure.	
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
5 0 0	..	5 0 0	1 0 0	..	11 0 0	101 0 0
..	0 15 0	1 1 10	..	3 3	4 19 10	94 19 10
..	..	..	..	..	..	
..	..	3 6 6	2 3 4	1 6 0	6 15 10	96 15 10
4 0 0	..	3 0 0	5 12 0	3 0 0	15 12 0	180 12 0
..	..	..	..	..	..	..
Paid out of subscriptions and collections; and, with steady payment of debt, they exhaust all that is collected.					..	0 10 0
..	..	..	..	..	..	..
Miscellaneous expenses exhaust income.				..	..	115 14 0
..	..	..	..	..	..	..
..	..	..	2 1 11	0 0 6	2 2 5	43 6 5
..	..	..	..	..	Trifling.	33 16 0
..	..	..	..	..	..	..
..	..	..	..	..	..	18 5 0
..	..	..	..	..	..	..
2 1 1	..	4 3 3	4 5 10	3 6 3	13 16 5	93 16 5
2 0 0	0 12 0	8 8 2	..	..	11 0 2	73 10 2
Defrayed chiefly by special efforts.					10 0 0	92 0 0
..	..	..	..	..	..	..
2 0 6	1 10 3	12 4 1	1 4 0	9 0 2	25 19 0	131 3 0
Defrayed by Mr. Marling, except a few pounds for books.					..	65 0 0
..	..	..	Found by master.	..	..	45 0 0
About 10 0 0	..	3 0 0	1 0 0	5 10 1	19 10 1	134 2 3
15 15 0	Chiefly given.	2 0 0	0 8 0	3 0 0	21 3 0	81 3 0

TABLE I. (C.)—British Schools; Income,

No. in the Order of Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	ANNUAL INCOM			
		Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fe
		£. s. d.	£. s. d.	£. s. d.	£. s.
235	Honiton	26 0 0	..	..	27 0
237	Buckfastleigh	20 0 0	..	..	7 10
238	Kingsbridge and Dodbrooke	50 0 0	4 6 3	Boys . Girls .	42 7 17 3
239	Stoke (near Devonport)	No complete statement supplied.			
241	Liskeard	45 16 0	..	..	About 25 0
243	Truro	54 5 3	..	Boys . Girls . Infants .	50 0 23 19 25 0
245	Camborne	15 0 0	..	Boys . Girls .	38 0 15 0
246	Constantine	52 4 0	..	..	20 0
247	Launceston	15 0 0	9 0 0	..	Perhap 22 0
251	Bideford	30 0 0	9 5 0	35 0 0	10 0
Total	60	[51] 1,794 8 3	[51] 201 3 7	[51] 281 5 0	[51] 2,060 17
Average		35 3 8	3 18 11	5 10 4	40 8

Sources; Expenditure, on what Objects—*continued.*

From other Sources.	Total.	ANNUAL EXPENDITURE.				
		Salary or other Remuneration of Teachers or Monitors.				
		Master of Boys' School.	Master of Day School for both Boys and Girls.	Mistress of Girls' School.	Mistress of Girls in the same Room with Boys.	Master of Infant School.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
..	53 0 0	55 0 0	.. ..	.. ..	..	..
..	27 10 0	22 10 0	.. ..	.. ..	..	..
..	113 17 1	65 0 0	.. ..	40 0 0	..	..
..	70 16 0	60 0 0	.. ..	.. ..	..	..
..	153 4 6	52 10 0	.. ..	40 0 0	..	..
..	68 0 0	..	38 0 0	.. ..	15 0 0	..
..	72 4 0	42 0 0	.. ..	34 0 0	..	..
..	46 0 0	40 0 0	.. ..	.. ..	..	..
16 0 0	100 5 0	40 0 0	.. ..	20 0 0	..	..
[51] 191 14 10	[51] 4,529 9 1	[39] 2,295 19 10	[8] 354 18 0	[24] 830 11 10	[7] 103 1 0	..
3 15 2	88 16 3	58 17 5	44 7 3	34 12 2	14 14 5	..

TABLE I. (C.)—British Schools; Income, fr

No. in the Order of Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	ANNU			
		Salary or other Remuneration of Teachers or Monitors—o			
		Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presen to Monitor collectivel
		£. s. d.	£. s. d.	£. s. d.	£. s.
235	Honiton	..	..	..	..
237	Buckfastleigh	..	..	..	..
238	Kingsbridge and Dodbroke .	..	..	..	..
239	Stoke (near Devonport) . .	..	..	..	..
241	Liskeard	..	..	..	2 12
243	Truro	25 0 0	..	Of Infant School, 2 12 0	5 12
245	Camborne	..	..	..	0 8
246	Constantine	..	..	..	..
247	Launceston	..	..	..	..
251	Bideford	..	..	..	..
Total	60	[8] 182 7 0	[2] 25 0 0	[1] 2 12 0	[55] 70 11
Average		22 15 10	12 10 0	2 12 0	1 7

...ual Sources; Expenditure, on what Objects—*continued.*

EXPENDITURE—*continued.*

Miscellaneous Expenditure in the past Year.						Total.
Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel.	Other Expenses.	Total of Miscellaneous Expenditure.	
£. s. d.	£. s. d.	£. s. d. Purchased by children at cost prices.	£. s. d. Paid for by children and friends.	£. s. d. Defrayed by Rev. W. Wright.	£. s. d.	£. s. d.
..	..	..	..	..	5 0 0	27 10 0
..	..	About 7 0 0	..	Perhaps 4 0 0	11 0 0	116 0 0
..	..	..	..	..	..	..
..	..	10 3 6	0 5 0	5 3 5	15 11 11	78 3 11
13 12 7	..	6 3 0	2 18 2	10 2 0	32 15 9	158 9 9
10 0 0	..	5 0 0	Paid for by children.	..	15 0 0	68 8 8
..	..	1 17 0	1 12 6	0 4 0	3 13 6	79 13 6
12 0 0	..	5 0 0	2 0 0	..	19 0 0	59 0 0
6 0 0	..	5 0 0	1 10 0	0 13 6	13 3 6	73 3 6
[32] 81 13 11	[22] 72 2 7	[37] 181 16 5	[37] 68 18 8	[37] 164 19 5	[39] 784 11 0	[51] 4,718 5 9
7 12 3	1 19 0	4 18 3	1 17 3	4 9 2	20 2 4	92 10 3

TABLE II.—SUMMARY of the INFANT SCHOOLS attached to British Schools enumerated in the preceding and former Tables.

Number in the Order of Inspection.	Number and Name of Schools.	Date of the School's first Establishment.	Approximate Area of School Rooms.	Number on the Books during the last Six Months.	Average Attendance during the last Six Months.	Actually present at the time of Inspection.	Age at which the Children generally come to and leave School.		Weekly Payments for each Child.	Salary or other Remuneration of Teachers and Monitors.			
							Come.	Leave.		Master.	Mistress.	Assistant Mistress.	Monitors.
	21 brought from former Report . . .	..	2499	2676	2368	2298	..	..	..	417 0 0	465 5 1	32 19 0	3 4 6
175	Hitchin	1810	176	About 150	About 130	About 120	..	..	2d.*	..	..	..	..
177	Newport Pagnell .	1829	42	60	50	52	About 2	5 or 6	2d.*	..	33 0 0	..	..
179	Berkhampstead . .	1834	89	55	43	44	Very young,	Very young.	1d.	..	40 0 0	..	..
190	Shaftesbury . . .	1839	61	..	..	22	Very young.	Uncertain.	2d.	..	7 3 0	..	About 0 10 0
195	Karith (near St. Ives)	1840	59	60	45	Holidays.	Usual ages.	Usual ages.	..	..	..	..	..
208	Wolverhampton .	1834	99	70	50	40	..	..	2d.	..	20 0 0	..	..
211	Bilston	1839	89	School discontinued.			..	..	..	..	..	..	..
213	Darkhouse (Coseley)	1837	78	100	80	Holidays.	..	..	1½d.	..	18 4 0	..	..
215	Ruiton (near Dudley)	1826	100	100	70	60	..	..	2d.	..	26 0 0	..	..
218	Street and Walton .	1837	56	..	45	60	1½ to 2	Uncertain.	1d.	..	13 0 0 with rooms.	..	..
227	Ebley (near Stroud).	1840	87	Included with British School.			Usual ages.	Usual ages.	..	..	..	..	..
234	Lyme Regis . . .	1837	100	Included with British School.			Usual ages.	Usual ages.	..	..	..	..	..
243	Truro.	1832	104	86	66	80	..	..	2d.*	..	25 0 0	2 12 0	About 1 0 0
Total .	34	..	3639	[26] 3357	[29] 2947	[28] 2776	..	..	..	[6] 417 0 0	[20] 647 12 1	[6] 35 11 0	[26] 4 14 6
Average	. .	..	107	129	102	99	..	..	..	69 10 0	32 7 7	5 18 6	0 3 7

* 2d. first child, and 1d. every other from same family.

TABLE III. (A.)—INFANT SCHOOLS; their Date, Grant, Cost, and Accommodation.

Number in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	Date of the School's first Establishment.	Date of the Erection of the present School-House.	Date when Money issued in aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent of Playgrounds, Approaches, and Offices, after deducting Site of School Buildings, and Master's House, if any.	Approximate Area of Boys' and Girls' School Rooms.
						£.	£. s. d.	Sq. yds.	Sq. yds.	Sq. yds.
176	Leighton Buzzard . .	1839	1839	18 Jan. 1840.	C. C.	75	494 14 9	794	670	129
178	Hemel Hempstead . .	1833	1833	22 July, 1834	T.	150	450 0 0	280	145	111
200	Leicester (Archdeacon Lane).	1838	1838	30 May, 1838	T.	100	442 16 5	259	110	121
218	Mumbles	1835	1835	11 Jan. 1837.	T.	30	260 0 0	564	447	74
223	Haverfordwest . . .	1834	1836	26 May, 1838	T.	125	483 8 8	880	660	147
Total .	5	..	..	..	..	480	2130 19 10	2777	2032	582
Average	. .	..	..	..	..	96	426 3 11	555	406	116

TABLE III. (B.)—INFANT SCHOOLS; Children on the Books, generally Attending, and actually Present; Ages; and Weekly Payments.

Number in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	On the Books during the last Six Months.	Average Attendance during the last Six Months.	Actually present at the time of Inspection.	Ages at which Children come to the School.	Ages at which Children leave the School.	Weekly Payments for each Child, and ground upon which the Fees are graduated where not uniform.
176	Leighton Buzzard . .	95	80	About 80	2 to 3	7	2*d.* first child, and 1*d.* for every other from same family.
178	Hemel Hempstead . .	58	45	37	2 to 3	..	2*d.* first child, and 1*d.* for every other from same family.
200	Leicester (Archdeacon Lane).	65	55	54	Quite Infants.	About 7	2*d.* for one, 3*d.* for two, and 4*d.* for three; but never exceeds this from same family.
218	Mumbles	70	45	50	Infantile ages.	..	1*d.*, those who are able, the rest free.
223	Haverfordwest . . .	130	85	83	Infantile ages.	..	1*d.* each, three for 2*d.*, and four for 3*d.*
Total .	5	418	310	304	..	..	. . .
Average	. .	84	62	61	..	..	. . .

TABLE III. (C.)—INFANT SCHOOLS; Income, from what Sources; Expenditure, on what Objects.

ANNUAL INCOME.

Number in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Total.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
176	Leighton Buzzard	25 0 0	. .	. .	26 0 0	Somewhat from an annual rate of given clothing.	51 0 0
178	Hemel Hempstead	30 0 0	. .	. .	5 0 0	. .	35 0 0
200	Leicester (Archdeacon Lane)	Accounts inseparable from those of two other Schools maintained by the same Society.					
218	Mumbles	12 0 0	. .	9 0 0	5 4 0	. .	26 4 0
223	Haverfordwest	35 0 0	. .	. .	8 0 0	. .	43 0 0
Total	5	102 [4] 0 0	. .	9 [4] 0 0	44 [4] 4 0	. .	155 [4] 4 0
Average.	. .	25 10 0	. .	2 5 0	11 1 0	. .	38 16 0

TABLE III. (C.)—*continued.* Infant Schools; Income, from what Sources; Expenditure, on what Objects.

ANNUAL EXPENDITURE.

Number in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	Salary or other Remuneration of Teachers and Monitors.				Miscellaneous Expenditure in the past Year.						Total.
		Master of Infant School, aided by his Wife.	Mistress of Infant School.	Assistant Mistress.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel.	Other Expenses.	Total of Miscellaneous Expenditure.	
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
176	Leighton Buzzard .	..	35 0 0 withhouse.	4 16 0	..	1 19 9	..	0 18 9	3 5 1	Parochial rates and cleaning.	6 7 3	45 19 7
178	Hemel Hempstead .	..	25 0 0	7 0 0	..	About 8 0 0	..	..	..	..	8 0 0	40 0 0
200	Leicester (Archdeacon Lane).	Accounts inseparable from those of two other Schools maintained by the same Society.										
218	Mumbles. . . .	35 0 0 with house.	..	..	..	..	..	..	..		Trifling.	35 0 0
223	Haverfordwest . .	25 0 0 with house and fire.	10 0 0	..	..	..	..	3 0 0	2 0 0	2 12 0	7 12 0	42 12 0
Total .	5	[2] 60 0 0	[3] 70 0 0	[2] 11 16 0	..	[4] 9 19 9	..	[4] 3 18 9	[4] 5 5 1	[4] 2 12 0	[4] 21 15 7	[4] 163 11 7
Average.	. .	30 0 0	23 6 8	5 18 0	..	2 9 11	..	0 19 8	1 6 3	0 13 0	5 8 11	40 17 11

TABLE IV. (A). VILLAGE SCHOOLS; their Date, Grant, Cost, and Accommodation.

No. in the Order of Inspection.	*Village Schools.*	Date of the School's first Establishment.	Date of the Erection of the present School-house.	Date when Money Issued in aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Gardens, Playgrounds, Approaches, and Offices, after deducting Site of School Buildings, and Master's House, if any.	Approximate Area of Boys' and Girls' School-room.
						£. s.	£. s. d.	Sq. yds.	Sq. yds.	Sq. yds.
203	Erdington	1840	1839	2 Dec. 1840	T.	100 0	About 490 0 0	2420	2220	164
205	Southam	1839	1839	12 Aug. 1840	C. C.	46 0	150 0 0	62	19	61
209	Cheslynhay and Great Wyrley.	1838	1840	24 June 1840	T.	100 0	About 300 0 0	515	396	102
220	Narberth	1839	1839	16 Jan. 1839	T.	40 0	67 5 9	97	27	53
221	Templeton	1836	1836	13 Jan. 1836	T.	25 0	44 4 6	630	30	29
240	St. Mary Tavy	1836	1836	29 July 1837	T.	100 0	359 4 0	783	511	233
249	Hollacombe	1834	1836	29 June 1836	T.	45 0	112 5 10	150	30	53
250	Chumleigh	1826	1835	27 April 1836	T.	50 0	192 9 11½	109	19	72
Total.	8	..	..	..	..	506 0	1715 10 0½	4766	3252	767
Average	..	..	..	..	..	63 5	214 8 9	596	407	96

TABLE IV. (B).—VILLAGE SCHOOLS; Children on the Books, generally Attending, and actually Present; Ages, and Weekly Payments.

No. in the Order of Inspection.	Village Schools.	On the Books during the last Six Months, in the same Rooms.			Average Attendance during the last Six Months, in the same Rooms.			Actually present at the time of Inspection, in the same Rooms.			Ages at which the Children generally come to School.		Ages at which the Children generally leave School.		Weekly Payments for each Child, and grounds upon which the Fees are graduated, where not uniform.
		Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Boys.	Girls.	
203	Erdington . .	34	63	97	25	35	60	40	40	80	3 to 7	3 to 7	10 to 11	10 to 11	1*d.* and 2*d.*, according to circumstances.
205	Southam . .	Occupied at present only by a small private school kept by the minister of the contiguous chapel.													
209	Cheslynhay and Great Wyrley.	30	30	60	25	21	46	9*	12*	21*	5	5	11	11	2*d.* each.
220	Narberth . .	28	20	48	25	15	40	15	10	25	6 to 9	6 to 9	12 to 13	12 to 13	2*d.*, reading only; 2½*d.*, when reading in scripture; 3*d.*, when commencing arithmetic; 4*d.*, when more advanced; 5*d.*, when in grammar; or 5*s.* per quarter.
221	Templeton . .	..	..	55	..	..	40	22	15	37	6 to 9	6 to 9	12 to 16	12 to 16	2*d.*, when reading up to monosyllables; 3*d.*, when writing; 4*d.*, when in arithmetic.
240	St. Mary Tavy .	40	50	90	30	40	70	..†	40	40	..	..	..	10 to 11	1*d.* each.
249	Hollacombe . .	..	..	22	..	..	15	1	2	3	All little ones.		..	..	The Rev. T. Sharpe pays 2*d.* a-piece for 12, the rest pay what they can.
250	Chumleigh . .	..	..	40	16	14	30	16	4	20	5 to 9	5 to 9	9 to 12	9 to 12	2*d.* for reading and slate-writing, when they first come, or if six years of age, and rise 1*d.* a-year; they remain until the fee is 6*d.* per week. 20 are taught free except 6, who pay 1*d.* to defray expenses of pens, and ink, and paper, in learning to write; the rest learning to read, and write on slates only.
Total .	9	[4] 132	[4] 163	[7] 412	[5] 121	[5] 125	[7] 301	[6] 103	[7] 123	[7] 226	..	..	..	..	
Average . . .		33	41	59	24	25	43	17	18	32	..	..	..	..	

* Whitsun week, and a general holiday.

† Master's school dispersed for holidays.

TABLE IV. (C.)—VILLAGE SCHOOLS: Income, from what Sources; Expenditure, on what Objects.

No. in the Order of Inspection.	Village Schools.	ANNUAL INCOME.				ANNUAL EXPENDITURE.								
						Salary or other remuneration of Teachers and Monitors.				Miscellaneous Expenditure in the past Year.					
		Subscriptions and Donations.	From Endowments.	From School Fees.	Total.	Master of Day School for both Boys and Girls.	Mistress of Day School for both Boys and Girls.	Mistress of Girls, in the same Room with Boys.	Fees or Presents to Monitors collectively	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel.	Total Miscellaneous Expenditure.	Total.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
203	Erdington . .	15 8 0	8 10 0	16 14 0	40 12 0	52 0 0	..	Included in Master's.	..	..	..	..	..	Trifling.	52 0 0
205	Southam . .	Merely a private school, and very small.													
209	Cheslynhay and Great Wyrley.	No attendance given by the friends of the school.													
220	Narberth . .	Master makes what he can, and friends keep the building in repair.													
221	Templeton . .	Ditto		ditto.											
240	St. Mary, Tavy.	60 0 0	..	22 0 0	82 0 0	70 0 0	12 0 0	..	..	Considerable, but information not obtained.					82 0 0
249	Hollacombe .	..	..	7 16 0	7 16 0	..	..	7 16 0	..	..	..	..	..	..	7 16 0
250	Chumleigh . .	2 5 0	..	About 20 0 0	22 5 0	About 20 0 0 with house.	..	..	..	Done by Schoolmaster, so far as whitewashing.	..	Very little.	Defrayed by Scholars.	..	20 0 0
Total	8	[4] 77 13 0	[4] 8 10 0	[4] 66 10 0	[4] 152 13 0	[3] 142 0 0	[1] 12 0 0	[1] 7 16 0	..	..	..	..	..	..	[4] 161 16 0
Average. . . .		19 8 3	2 2 6	16 12 6	38 3 3	47 6 8	12 0 0	7 16 0	..	..	..	..	..	..	40 9 0

TABLE V. (A). SUNDAY SCHOOLS, which it has proved impossible to keep open as Day Schools; their Date, Grants, Cost, and Accommodation.

No. in the Order of Inspection.	*Sunday Schools*, which it has proved impossible to keep open as Day Schools.	Date of the School's first Establishment.	Date of the Erection of the present School-house.	Date when Money Issued in Aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Gardens, Playgrounds, Approaches, and Offices, after deducting Site of School Buildings, and Master's House, if any.	Approximate Area of Boys' and Girls' School-rooms.
						£. s.	£. s. d.	Sq. yds.	Sq. yds.	Sq. yds.
210	Pelsall	1837	1837	30 Dec. 1837	T.	100 0	A Chapel and Sunday School from the first; and building accounts not preserved.			
212	Darlaston	1837	1828 transferred 1837	23 Dec. 1837	T.	300 0	550 0	378	174	172
216	Willenhall	1838	1837	31 Jan. 1838	T.	125 0	419 14 6	257	114	120
236	St. Sidwell's, Exeter . .	1835	1837	20 Sept. 1837	T.	150 0	544 0 9	160	68	178
Total .	4	..	..	..	..	[4] 675 0	[3] 1513 15 3	[3] 795	[3] 356	[3] 470
Average	..	..	..	..	..	168 15	504 11 9	265	119	157

TABLE VI. (A).—EXTINCT SCHOOLS.

No. in the Order of Inspection.	*Extinct Schools.*	Date of the School's first Establishment.	Date of the Erection of the present School-house.	Date when Money Issued in Aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums granted.	Total Cost of School Premises Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Gardens, Playgrounds, Approaches, and Offices, after deducting Site of School Buildings, and Master's House, if any.	Approximate Area of Boys' and Girls' School-rooms.
						£.	£. s. d.	Sq. yds.	Sq. yds.	Sq. yds.
222	Carne (Reynalton) . .	1836	1836	7 Dec. 1836	T.	30	43 0 6	2420	2365	40
242	Mount Charles, near St. Austell.	1835	1835	25 July 1835	T.	100	235 18 6	1088	885	174
244	St. Agnes	1837	1837 re-opened 1841	23 Dec. 1839 1 April 1840	T. C. C.	250 126	About 1500 0 0	1444	710	476
248	Great Torrington . . .	1835	1835	25 July 1835	T.	150	524 16 9	600	311	250
Total .	4	..	..	..	..	656	2303 15 9	3552	4271	940
Average	..	..	..	..	..	164	575 18 11	1383	1068	235

TABLE VII. (A.)—SUMMARY of the TOTALS and AVERAGES of the GRANTS, COSTS, and ACCOMMODATION of each Class of Schools aided through the BRITISH and FOREIGN SCHOOL SOCIETY, and Visited during the past Year.

Class of Schools.	Number of Schools.	Aided by the Committee of Council.	Aided by the Treasury.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate extent for Playgrounds, Approaches, and Offices, after deducting Site of School Building and Master's House, if any.	Approximate Area of School-rooms.				
								For Boys.	For Girls.	For Both.	For Infants.	For All.
TOTALS.		No.	No.	£. s. d.	£. s. d.	Sq. yds.	Sq. yds.	Sq.yds.	Sq.yds.	Sq.yds.	Sq.yds.	Sq.yds
I. *British Schools*, with the Infant Schools in some instances attached to them.	60	15	47	[60] 10,718 10 0	[60] 40,498 13 11	[60] 38,765	[60] 25,091	[45] 6,262	[36] 4,565	[10] 1,190	[13] 1,140	[60] 13,157
III. *Infant Schools*, wholly unconnected with British Schools	5	1	4	[5] 480 0 0	[5] 2,130 19 10	[5] 2,777	[5] 2,032	..	..	..	[5] 582	[5] 582
IV. *Village Schools*	8	1	7	[8] 506 0 0	[8] 1,715 10 0½	[8] 4,766	[8] 3,252	..	..	[8] 767	..	[8] 767
V. *Sunday Schools*	4	..	4	[4] 675 0 0	[3] 1,513 15 3	[3] 795	[3] 356	..	..	[3] 470	..	[3] 470
VI. *Extinct Schools*	4	1	4	[4] 656 0 0	[4] 2,303 15 9	[4] 5,552	[4] 4,271	..	..	[4] 940	..	[4] 940
Grand Total	81	18	66	[81] 13,035 10 0	[80] 48,162 14 9½	[80] 52,655	[80] 35,002	[45] 6,262	[36] 4,565	[25] 3,367	[18] 1,722	[80] 15,916
AVERAGES.												
I. *British Schools*, with the Infant Schools in some instances attached to them.	60	15	47	178 13 0	675 0 0	646	418	139	127	119	88	219
III. *Infant Schools*, wholly unconnected with British Schools	5	1	4	96 0 0	426 3 11	555	406	..	..	..	116	116
IV. *Village Schools*	8	1	7	63 5 0	214 8 9	596	407	..	..	96	..	96
V. *Sunday Schools*	4	..	4	168 15 0	504 11 9	265	119	..	..	157	..	157
VI. *Extinct Schools*	4	1	4	164 0 0	575 18 11	1,388	1,068	..	..	235	..	235
General Averages.	81	18	66	160 18 8	602 0 8	658	438	139	127	135	96	199

Inspection of each Class of Schools, aided through the BRITISH and FOREIGN SCHOOL SOCIETY, and Visited during the past Year.

Class of Schools.	No. of Schools.	On the Books during the last Six Months.						Average Attendance during the last Six Months.						Actually Present at the Time of Inspection.						On the Books in all Rooms.	Average Attendance in all Rooms	Actually Present in all Rooms.
		Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.					
		Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
TOTALS.		[38]	[29]	[45]	[7]	[7]	[10]	[38]	[29]	[45]	[8]	[8]	[10]	[40]	[32]	[45]	[6]	[6]	[9]	[55]	[55]	[54]
I. *British Schools* Infant Schools attached to them . . .	60	4,938	2,895	8,288	549	391	1,234	3,711	2,095	6,141	420	309	859	3,399	1,974	5,423	414	264	823	9,522	7,000	6,246
		..	..	..	..	..	681	..	..	..	..	..	579	..	..	..	..	..	478	681	579	478
III. *Infant Schools*, unconnected with British Schools . .	5	..	..	..	..	..	[5] 418	..	..	..	..	..	[5] 310	..	..	..	..	..	[5] 304	[5] 418	[5] 310	[5] 304
IV. *Village Schools*	8	..	..	..	[4] 132	[4] 163	[7] 412	..	..	..	[5] 121	[5] 125	[7] 301	..	..	..	[6] 103	[7] 123	[7] 226	[7] 412	[7] 301	[7] 226
Grand Total .	73	[38] 4,938	[29] 2,895	[45] 8,288	[11] 681	[11] 554	[22] 2,745	[38] 3,711	[29] 2,095	[45] 6,141	[13] 541	[13] 434	[22] 2,049	[40] 3,399	[32] 1,974	[45] 5,423	[12] 517	[13] 387	[21] 1,831	[67] 11,033	[67] 8,190	[66] 7,254
AVERAGES.																						
I. *British Schools* Infant Schools attached to them . . .	60	130	100	184	78	56	123	98	72	136	53	39	86	85	62	121	69	44	91	173	127	116
		..	..	..	..	..	85	..	..	..	..	..	64	..	..	..	..	..	60	85	64	60
III. *Infant Schools*, unconnected with British Schools . .	5	..	..	..	..	..	84	..	..	..	..	..	62	..	..	..	..	..	61	84	62	61
IV. *Village Schools*	8	..	..	..	33	41	59	..	..	..	24	25	43	..	..	..	17	18	32	59	43	32
General Averages	73	130	100	184	62	50	125 *	98	72	136	41	33	93 *	85	62	121	43	30	87 *	165 *	122 *	110 *

* Per School.

TABLE VII. (C).—SUMMARY of the TOTALS and AVERAGES of the ANNUAL INCOME of each Class of SCHOOLS, aided through the BRITISH and FOREIGN SCHOOL SOCIETY (exclusive of the few now closed as Day Schools), and Visited during the past Year.

Classes of Schools.	No. of Schools.	ANNUAL INCOME. Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Totals, including Cases in which the several sources of Income are not specified.
TOTALS.		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
I. *British Schools*, with Infant Schools in some instances attached to them . .	60	[51] 1794 8 3	[51] 201 3 7	[51] 281 5 0	[51] 2060 17 5	[51] 191 14 10	[51] 4529 9 1
III. *Infant Schools*, unconnected with British Schools	5	[4] 102 0 0	..	[4] 9 0 0	[4] 44 4 0	..	[4] 155 4 0
IV. *Village Schools*	8	[4] 77 13 0	..	[4] 8 10 0	[4] 66 10 0	..	[4] 152 13 0
Grand Total	73	[59] 1974 1 3	[51] 201 3 7	[59] 298 15 0	[59] 2171 11 5	[51] 191 14 10	[59] 4837 6 1
AVERAGES.							
I. *British Schools*, with Infant Schools in some instances attached to them . .	60	35 3 8	3 18 11	5 10 4	40 8 2	3 15 2	88 16 3
III. *Infant Schools*, unconnected with British Schools	5	25 10 0	..	2 5 0	11 1 0	..	38 16 0
IV. *Village Schools*	8	19 8 3	..	2 2 6	16 12 6	..	38 3 3
General Averages . . .	73	33 9 2	3 18 11	5 1 3	36 16 1	3 15 2	81 19 9

TABLE VII. (C.)—*continued.* Summary of the Totals and Averages of the Annual Income of each Class of Schools, &c.

ANNUAL EXPENDITURE.										
Classes of Schools.	Salary or other Remuneration of Teachers or Monitors.									
	Master of Boys' School.	Master of Day School for both Boys and Girls.	Mistress of Girls' School.	Mistress of Girls in the same Room with Boys.	Master of Infant School, usually with his Wife or other Female Assistant.	Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presents to Monitors collectively.
TOTALS.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
I. *British Schools*, with the Infant Schools in some instances attached to them	[39] 2295 19 10	[8] 354 18 0	[24] 830 11 10	[7] 103 1 0	..	[8] 182 7 0	[2] 25 0 0	[1] 2 12 0	[51] 70 11 1
III. *Infant Schools*, unconnected with British Schools . . .	..	..	..	..	[2] 60 0 0	[3] 70 0 0	..	[2] 11 16 0	..
IV. *Village Schools*	..	[3] 142 0 0	[1] 12 0 0	[1] 7 16 0	..	..	..	..	..
Grand Total . . .	[39] 2295 19 10	[11] 496 18 0	[25] 842 11 10	[8] 110 17 0	[2] 60 0 0	[11] 252 7 0	[2] 25 0 0	[3] 14 8 0	[51] 70 11 1
AVERAGES.									
I. *British Schools*, with the Infant Schools in some instances attached to them	58 17 5	44 7 3	34 12 2	14 14 5	..	22 15 10	12 10 0	2 12 0	1 7 8
III. *Infant Schools*, unconnected with British Schools . .	..	..	..	..	30 0 0	23 6 8	..	5 18 0	..
IV. *Village Schools*	..	47 6 8	12 0 0	7 16 0	..	..	..	..	..
General Averages . .	58 17 5	45 3 5	33 14 1	13 17 1	30 0 0	22 18 10	12 10 0	4 16 0	1 7 8

TABLE VII. (C.)—*continued.* Summary of the Totals and Averages of the Annual Income of each Class of Schools, &c.

ANNUAL EXPENDITURE—*continued.*

Classes of Schools.	Miscellaneous Expenditure.						Totals, including the Cases in which the several Objects of Expenditure are not specified.
	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel and Lights.	Other Expenses.	Total of Miscellaneous Expenditure.	
TOTALS.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
I. *British Schools*, with the Infant Schools in some instances attached to them	[37] 281 13 11	[37] 72 2 7	[37] 181 16 5	[37] 68 18 8	[37] 164 19 5	[39] 784 11 0	[51] 4,718 5 9
III. *Infant Schools*, unconnected with British Schools . . .	[4] 9 19 9	..	[4] 3 18 9	[4] 5 5 1	[4] 2 12 0	[4] 21 15 7	[4] 163 11 7
IV. *Village Schools*	..	..	..	..	..	..	[4] 161 16 0
Grand Total . . .	[41] 291 13 8	[37] 72 2 7	[41] 185 15 2	[41] 74 3 9	[41] 167 11 5	[43] 806 6 7	[59] 5,043 13 4
AVERAGES.							
I. *British Schools*, with the Infant Schools in some instances attached to them	7 12 3	1 19 0	4 18 3	1 17 3	4 9 2	20 2 4	92 10 3
III. *Infant Schools*, unconnected with British Schools . . .	2 9 11	..	0 19 8	1 6 3	0 13 0	5 8 11	40 17 11
IV. *Village Schools*	..	..	..	..	..	..	40 9 0
General Averages . .	7 2 10	1 19 0	4 10 7	1 16 2	4 1 9	18 15 0	85 9 8

TABLE VIII. (A.)—SUMMARY of the TOTALS and AVERAGES of the GRANTS, COST, and ACCOMMODATION of the whole of each Class of SCHOOLS aided through the BRITISH and FOREIGN SCHOOL SOCIETY.

Classes of Schools.	Number of Schools.	Aided by the Committee of Council.	Aided by the Treasury.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate extent for Play-grounds, Approaches, and Offices, after deducting Site of School Buildings, and Master's House, if any.	Approximate Area of School-rooms.				
								For Boys.	For Girls.	For Both.	For Infants.	For All.
TOTALS.				£. s. d.	£. s. d.	Sq. yds.	Sq. yds.	Sq.yds.	Sq.yds.	Sq.yds.	Sq.yds.	Sq. yds.
I. *British Schools*, with the Infant Schools in some instances attached to them; without Teachers' Houses	134	39	101	[134] 26,844 10 0	[133] 93,800 6 5	[133] 78,698	[133] 48,354	[104] 15,372	[88] 11,714	[21] 3,158	[20] 1,812	[133] 32,056
British Schools, with the Infant Schools in some instances attached to them; with Teachers' Houses*	37	19	23	[37] 9,023 10 0	[37] 41,562 8 5	[37] 31,257	[37] 19,744	[31] 4,869	[28] 3,590	[4] 460	[13] 1,671	[37] 10,590
Total of *British Schools*, with the Infant Schools and Teachers' Houses in some instances attached to them	171	58	124	[171] 35,868 0 0	[170] 135,362 14 10	[170] 109,955	[170] 68,098	[135] 20,241	[116] 15,304	[25] 3,618	[33] 3,483	[170] 42,646
II. *Town Schools*, other than British Schools, with such Infant Schools as are attached to them . . .	3	1	2	[3] 845 0 0	[3] 4,041 18 10	[3] 1,250	[3] 690	[2] 344	[2] 344	[1] 122	[1] 156	[3] 966
III. *Infant Schools*, wholly unconnected with British Schools; without Teachers' Houses	15	7	8	[15] 1,566 0 0	[15] 5,604 18 3	[15] 5,666	[15] 3,408	..	..	..	[15] 1,723	[15] 1,723

* Morpeth, Tynemouth, Cleckheaton, Holbeck and Wortley, Wood Street Spitalfields, City Road Chapel School, Leipsic Road Camberwell, Abbey Street Bethnal Green, Hart Street Covent Garden, North London, Chigwell Row, Dorking, Uxbridge, Folkstone, Union Charity Schools Brighton, Southampton, Derby, Wisbech, Hadleigh, Woodbridge, East Dereham, Bishop Stortford, Clavering, Hitchen, Berkhampstead, New Windsor, Chinnor, Thame, Wokingham, Devizes, Burton-on-Trent, Winscombe, Street and Walton, Briton Ferry, St. Dogwell's, Ross.

TABLE VIII. (A.)—*continued.* Summary of the Totals and Averages of the Grants, Costs, &c.

Classes of Schools.	Number of Schools.	Aided by the Committee of Council.	Aided by the Treasury.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate extent of Play-grounds, Approaches, and Offices, after deducting Site of School Buildings, and Master's House, if any.	Approximate Area of School-rooms.				
								For Boys.	For Girls.	For Both.	For Infants.	For All.
TOTALS—*continued.*				£. s. d.	£. s. d.	Sq. yds.	Sq. yds.	Sq. yds.	Sq. yds.	Sq. yds.	Sq. yds.	Sq. yds.
Infant Schools, wholly unconnected with British Schools; with Teachers' Houses*	10	5	5	[10] 930 0 0	[10] 4,624 4 3	[10] 4,989	[10] 3,411	..	..	..	[10] 1,231	[10] 1,231
Total of *Infant Schools*, with the Teachers' Houses in some instances attached to them . .	25	12	13	[25] 24,960 0 0	[25] 10,229 2 6	[25] 10,655	[25] 6,819	..	..	..	[25] 2,954	[25] 2,954
IV. *Village Schools*, without Teachers' Houses	22	5	17	[22] 1,124 0 0	[22] 3,508 14 10	[22] 7,363	[22] 4,749	..	..	[22] 1,678	..	[22] 1,678
Village Schools, with Teachers' houses†	7	3	4	[7] 280 0 0	[7] 780 13 1	[7] 2,002	[7] 1,309	..	..	[7] 419	..	[7] 419
Total of *Village Schools*, with the Teachers' Houses in some instances attached to them . .	29	8	21	[29] 1,404 0 0	[29] 4,289 7 11	[29] 9,365	[29] 6,058	..	..	[29] 2,097	..	[29] 2,097
V. *Sunday Schools*, aided as Day Schools, but no longer used as such	12	..	12	[12] 1,490 0 0	[10] 3,192 6 3	[11] 2,574	[11] 1,152	..	..	[11] 1,425	..	[11] 1,425
VI. *Extinct Schools*, aided as Day Schools, but wholly closed . .	6	1	6	[6] 1,081 0 0	[4] 2,303 15 9	[4] 5,552	[4] 4,271	..	..	[4] 940	..	[4] 940
				[246]	[241]	[242]	[242]	[137]	[118]	[70]	[59]	[242]
Grand Total . . .	246	80	178	43,184 0 0	159,419 6 1	139,351	87,088	20,585	15,648	8,202	6,593	51,028

* Stockton-upon-Tees, New Malton, New Street Deptford, Hertford Place Haggerstone, Park Lane Kensington Gore, Ann's Place Hackney Road, St. Miles Norwich, Leighton Buzzard, Mumbles, Haverfordwest.

TABLE VIII. (A.)—*continued.* Summary of the Totals and Averages of the Grants, Cost, &c.

Classes of Schools.	Number of Schools.	Aided by the Committee of Council.	Aided by the Treasury.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate extent for Play-grounds, Approaches, and Offices, after deducting Site of School Buildings, and Master's House, if any.	Approximate Area of School-room.				
								For Boys.	For Girls.	For Both.	For Infants.	For All.
AVERAGES.				£. s. d.	£. s. d.	Sq. yds.	Sq. yds.	Sq.yds.	Sq.yds.	Sq.yds.	Sq.yds.	Sq.yds.
I. *British Schools*, with the Infant Schools in some instances attached to them; without Teachers' Houses	134	39	101	200 6 8	705 5 3	592	364	148	133	150	91	241
British Schools, with the Infant Schools in some instances attached to them; with Teachers' Houses	37	19	23	243 17 7	1,123 6 2	845	534	157	128	115	128	286
Total of *British Schools*, with the Infant Schools, and Teachers' Houses in some instances attached to them	171	58	124	209 15 1	796 5 0	647	401	150	132	145	106	251
II. *Town Schools*, other than British Schools, with such Infant Schools as are attached to them . . .	3	1	2	282 0 0	1,347 6 3	417	230	172	172	122	156	322
III. *Infant Schools*, wholly unconnected with British Schools; without Teachers' Houses	15	7	8	104 8 0	373 12 6	378	227	..	..	..	115	115

TABLE VIII. (A.)—*continued.* Summary of the Totals and Averages of the Grants, Costs, &c.

Classes of Schools.	Number of Schools.	Aided by the Committee of Council.	Aided by the Treasury.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate extent for Play-grounds, Approaches, and Offices, after deducting Site of School Buildings and Master's House, if any.	Approximate Area of School-rooms.				
								For Boys.	For Girls.	For Both.	For Infants.	For All.
AVERAGES—*continued.*				£. s. d.	£. s. d.	Sq. yds.	Sq. yds.	Sq. yds.	Sq. yds.	Sq. yds.	Sq. yds.	Sq. yds.
Infant Schools, wholly unconnected with British Schools; with Teachers' Houses	10	5	5	93 0 0	462 8 5	499	341	..	..	..	123	123
Total of *Infant Schools*, with the Teachers' Houses in some instances attached to them . .	25	12	13	99 16 9	409 3 4	426	273	..	..	..	118	118
IV. *Village Schools*, without Teachers' Houses	22	5	17	51 18 6	159 9 9	335	216	..	..	76	..	76
Village Schools, with Teachers' Houses	7	3	4	40 0 0	111 10 5	286	187	..	..	60	..	60
Total of *Village Schools*, with the Teachers' Houses in some instances attached to them . .	29	8	21	48 8 3	147 18 1	323	209	..	..	72	..	72
V. *Sunday Schools*, aided as Day Schools, but no longer used as such	12	..	12	124 3 4	319 4 8	234	105	..	..	130	..	130
VI. *Extinct Schools*, aided as Day Schools, but wholly closed.	6	1	6	180 3 4	575 18 11	1,388	1,068	..	..	235	..	235
General Averages . . .	246	80	178	175 10 11	661 9 9	576	360	150	133	117	112	211

whole of each CLASS of SCHOOLS, aided through the BRITISH and FOREIGN SCHOOL SOCIETY.

Classes of Schools.	Number of Schools.	On the Books during the last Six Months.						Average Attendance during the last Six Months.					
		Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
TOTALS.													
I. *British Schools* .		[121] 18,322	[100] 10,545	[136] 30,052	[18] 1,392	[18] 817	[25] 3,159	[122] 14,135	[102] 7,741	[137] 22,667	[19] 1,095	[19] 617	[26] 2,487
Infant Schools attached to them	171	..	..	..	..	..	3,357	..	..	..	..	..	2,767
II. *Town Schools*, not British . .					[1]	[1	[1]	[2]	[2]	[2]	[1]	[1]	[1]
Infant Schools attached to them	3	..	..	..	85	80	165	178	123	301	77	72	149
III. *Infant Schools*, unconnected with British Schools .	25	..	..	..	..	..	[23] 2,810	..	..	..	..	..	[24] 2,100
IV. *Village Schools* .	30	..	..	..	[23] 879	[2] 683	[27] 1,779	..	..	..	[24] 755	[24] 523	[27] 1,373
Grand Total . .	229	[121] 18,322	[100] 10,545	[136] 30,052	[41] 2,356	[41] 1,580	[76] 11,270	[124] 14,313	[104] 7,864	[139] 22,968	[44] 1,927	[44] 1,212	[79] 9,036
AVERAGES.													
I. *British Schools* .		151	105	221	77	45	126	116	76	165	58	32	96
Infant Schools attached to them	171	..	..	..	..	..	129	..	..	..	..	..	99
II. *Town Schools*, not British . . .													
Infant Schools attached to them	3	..	..	..	85	80	165	89	61	150	77	72	149
III. *Infant Schools* unconnected with British Schools	25	..	..	..	..	..	122	..	..	..	..	..	88
IV. *Village Schools* .	30	..	..	..	40	31	66	..	..	..	31	22	51
General Averages .	229	151	105	221	57	38	148*	115	76	165	44	28	116*

TABLE VIII. (B.)—*continued.* Summary of the Totals and Averages of the Children on the Books, generally attending, and actually present at the Inspection of the Schools.

Classes of Schools.	Number of Schools.	Actually present at the time of Inspection.						On the Books in all Rooms.	Average Attendance in all Rooms.	Actually Present in Rooms.
		Separate Rooms and Schools.			Same Rooms and Schools.					
		Boys.	Girls.	Total.	Boys.	Girls.	Total.			
TOTALS.										
I. *British Schools*	171	[12] 13,191	[102] 7,121	[133] 20,362	[19] 1,178	[19] 651	[24] 4,154	[161] 33,211	[163] 25,154	[157] 22,516
Infant Schools attached to them		..	..	..	..	..	2,616	3,357	2,767	2,616
II. *Town Schools*, not British	3	[2] 165	[2] 96	[2] 261	[1] 63	[1] 48	[1] 111	[1] 165	[3] 450	[3] 372
Infant Schools, attached to them		..	..	..	..	..	160	..	160	160
III. *Infant Schools*, unconnected with British Schools	25	..	..	..	..	..	[23] 2,013	[23] 2,810	[24] 2,100	[23] 2,013
IV. *Village Schools*	30	..	..	..	[19] 477	[20] 343	[23] 980	[27] 1,779	[27] 1,373	[23] 980
Grand Total	229	[124] 13,356	[104] 7,217	[135] 20,623	[39] 1,718	[40] 1,042	[71] 8,034	[212] 41,322	[217] 32,004	[206] 28,657
AVERAGES.										
1. *British Schools*	171	108	70	153	62	34	90	206	154	143
Infant Schools attached to them		..	..	..	..	..	97	129	99	97
II. *Town Schools*, not British	3	82	48	130	63	48	111	165	150	124
Infant Schools, attached to them		..	..	..	..	..	160	..	160	160
III. *Infant Schools*, unconnected with British Schools	25	..	..	..	..	..	88	122	88	88
IV. *Village Schools*	30	..	..	..	25	17	43	66	51	43
General Averages	229	108	69	153	44	26	113*	195*	148*	139*

* Per School.

TABLE VIII. (C.)—SUMMARY of the TOTALS and AVERAGES of the ANNUAL INCOME and EXPENDITURE of the whole of each Class of SCHOOLS, aided through the BRITISH and FOREIGN SCHOOL SOCIETY (exclusive of the few now closed as DAY SCHOOLS).

Classes of Scholars.	Number of Schools.	ANNUAL INCOME. Subscriptions and Donations.	Collections in Congregations and Meetings.	From Endowments.	From School Fees.	From other Sources.	Total, including Cases in which the several Sources of Income are not specified.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
TOTALS.							
I. *British Schools*, with the Infant Schools in some instances attached to them .	171	[157] 6,558 15 5 [3]	[157] 662 17 1¾	[157] 564 5 4	[157] 9,448 4 11 [2]	[157] 673 7 7½ [3]	[158] 18,068 5 5¼ [3]
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them	3	324 7 10 [23]	..	.. [23]	250 6 1 [23]	15 0 0 [23]	589 13 11 [23]
III. *Infant Schools*, unconnected with British Schools	25	629 8 6 [24]	..	36 10 0 [24]	539 7 7 [24]	8 1 3	1,213 7 4 [24]
IV. *Village Schools*	30	187 19 6	..	27 17 0	642 1 8	..	857 18 2
Grand Total	229	[207] 7,700 11 3	[207] 662 17 1¾	[207] 628 12 4	[207] 10,880 0 3	[207] 696 8 10½	[208] 20,729 4 10½
AVERAGES.							
I. *British Schools*, with the Infant Schools in some instances attached to them .	171	41 15 6	4 4 5	3 11 10	60 3 7	4 5 9	114 7 1
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them	3	108 2 7	..	..	125 3 0	5 0 0	196 11 4
III. *Infant Schools*, unconnected with British Schools	25	27 7 4	..	1 11 9	23 9 0	0 7 0	52 15 1
IV. *Village Schools*	30	7 16 8	..	1 3 3	26 15 1	..	35 14 11
General Averages	229	37 4 0	3 4 0	3 0 9	52 11 2	3 7 3	99 13 2

TABLE VIII. (C.)—*continued.* Summary of the Totals and Averages of the Annual Income and Expenditure of the whole of each Class of Schools, aided through the British and Foreign School Society.

ANNUAL EXPENDITURE.

Classes of Schools.	Salary or other Remuneration of Teachers and other Monitors.								
	Master of Boys' School.	Master of Day School for both Boys and Girls.	Mistress of Girls' School.	Mistress of Girls in the same Rooms with Boys.	Master of Infant School usually aided by his Wife or other Female Assistant.	Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presents to Monitors collectively.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
TOTALS.									
I. *British Schools*, with the Infant Schools in some instances attached to them	[121] 8,288 12 1	[24] 1330 18 4	[90] 3440 9 3	[16] 230 15 0	[5] 335 0 0	[19] 613 17 1	[11] 158 15 6	[12] 106 13 6	[158] 271 4 11½
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them .	[1] 110 0 0	[1] 66 0 0	[2] 100 0 0	..	[1] 80 0 0	..	[1] 4 10 0	[1] 20 0 0	[3] 12 13 10
III. *Infant Schools*, unconnected with British Schools . . .	..	..	..	..	[7] 397 8 0	[17] 529 5 3	..	[8] 58 6 0	[23] 3 0 0
IV. *Village Schools*	..	[19] 728 13 0	[5] With Boys. 110 0 0	[2] 12 16 0	..	..	..	..	[24] 2 17 0
Grand Total . .	[122] 8398 12 1	[44] 1125 11 4	[97] 3650 9 3	[18] 243 11 0	[13] 812 8 0	[36] 1143 2 4	[12] 163 5 6	[21] 184 19 6	[208] 289 15 9½
AVERAGES.									
I. *British Schools*, with the Infant Schools in some instances attached to them	68 10 0	55 9 1	38 4 6	14 8 5	67 0 0	32 6 2	14 8 8	8 17 10	1 14 4
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them .	110 0 0	66 0 0	50 0 0	..	80 0 0	..	4 10 0	20 0 0	4 4 7
III. *Infant Schools*, unconnected with British Schools . . .	..	..	..	..	56 15 5	31 2 8	..	7 5 9	0 2 7
IV. *Village Schools*	..	38 7 0	22 0 0	6 8 0	..	..	..	..	0 2 4
General Averages . .	68 16 10	48 6 2	37 12 8	13 10 7	62 9 10	31 15 0	13 12 1	8 16 2	1 7 10

TABLE VIII. (C.)—*continued.* Summary of the Totals and Averages of the Annual Income and Expenditure of the whole of each Class of Schools, aided through the British and Foreign School Society.

ANNUAL EXPENDITURE—*continued.*

Classes of Schools.	Miscellaneous Expenditure.						Total, including the Cases in which the several objects of Expenditure are not specified.
	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel and Lights.	Other Expenses.	Total of Miscellaneous Expenditure.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
TOTALS.							
British Schools, with the Infant Schools in some instances attached to them	[127] 923 16 8	[128] 211 18 0	[129] 850 16 4	[124] 326 12 0½	[132] 955 10 6	[137] 3,672 19 10½	[158] 18,669 2 1
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them . .	[3] 40 4 1½	[3] 1 0 0	[3] 30 18 7	[3] 12 7 9	[3] 131 9 7	[3] 216 10 0½	[3] 609 13 10½
III. *Infant Schools*, unconnected with British Schools . . .	[23] 56 19 9	[23] 23 8 6	[23] 19 18 10	[23] 61 19 6	[23] 122 8 4¼	[23] 284 14 11¼	[23] 1,272 14 2¼
IV. *Village Schools*	[24] 12 17 3	[24] 2 15 0	[24] 8 10 0¾	[24] 4 3 6	..	[24] 28 5 9¾	[24] 882 11 9¾
Grand Total . . .	[177] 1,033 17 9½	[178] 239 1 6	[179] 910 3 9¾	[174] 405 2 9½	[158] 1,209 8 5¼	[187] 4,202 10 8	[208] 21,434 1 11½
AVERAGES.							
I. *British Schools*, with the Infant Schools in some instances attached to them	7 5 6	1 13 1	6 11 11	2 12 8	7 4 9	26 16 2	118 3 2
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them .	13 8 0	0 6 8	10 6 2	4 2 7	43 16 7	72 3 4	203 4 7
III. *Infant Schools*, unconnected with British Schools . . .	2 9 7	1 0 5	0 17 4	2 13 11	5 6 5	12 7 7	55 6 8
IV. *Village Schools*	0 10 9	0 2 3	0 7 1	0 3 6	..	1 3 7	36 15 6
General Averages .	5 16 10	1 6 10	5 1 8	2 6 7	7 13 1	22 9 5	103 0 11¼

TABLE IX. (A.)—OPERATIONS and RESULTS in the AIDED BRITISH

*** The Numbers which appear in the columns of "Reading" are those of the Children actually present in the Tables, had been taken in the morning. The Numbers in all the rest of the columns have been supplied by a few schools first visited).

Number in the Order of Inspection.	Date of Inspection.	British Schools, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading.					Writing.	
				Total No. engaged in Learning to Read at the time of Inspection.	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.	On Paper.
	1844									
1	17 July.	*Lancaster* (Boys and Girls in the same room).	Boys and Girls	195	..	..	..	..	276	..
2	18 July.	*Sedbergh* (Boys and Girls in the same room).	Boys and Girls	93	29	45	19	..	109	40
3	19 July.	*Kendal* (Boys)	Boys . .	150	17	99	30	4	270	125
4	22 July.	*Carlisle* (Boys and Girls in separate rooms).	Boys . .	80	27	41	12	..	100	26
5	23 July.	*Wigton* (Boys and Girls in separate rooms)	Boys . .	86	Time insufficient to examine all the classes.				107	65
			Girls . .	83					100	30
6	24 July.	*Allonby* (Boys and Girls in separate rooms)	Boys . .	29	13	16	..	..	40	30
			Girls . .	7	4	3	..	..	30	10
13	13 Aug.	*Morpeth Borough Schools* (Girls and Infants in separate rooms)	Girls . .	49	23	18	8	..	About 90	25
17	15 Aug.	*Tynemouth, or North Shields* (Girls and Infants in separate rooms)	. .	..	Girls' school dispersed for summer holi- training in infant management would					
18	16 Aug.	*South Shields* (Boys and Girls in separate rooms)	Boys . .	135	55	72	7	..	180	70
			Girls . .	76	43	30	3	..	110	55
26	28 Aug.	*Middlesborough-upon-Tees* (Boys and Girls in the same, and Infants in a separate room).	Boys and Girls	64	34	21	9	..	120	40
27	29 Aug.	*Brompton*, near Northallerton (Boys and Girls in the same room).	. .	..	School dispersed for the harvest holi- superintendence of the clergymen of trinal part of the instruction.					
28	30 Aug.	*Thirsk* (Boys and Girls in separate rooms).	. .	..	Schools dispersed for the harvest holidays.					
31	6 Sept.	*Duck Green*, Hull (Boys and Girls in separate rooms)	Boys . .	192	109	72	11	..	290	100
			Girls . .	118	50	41	27	..	192	..
32	5 Sept.	*Holderness Ward*, Hull (Boys and Girls in separate rooms).	Boys . .	64	41	21	2	..	117	17
36	12 Sept.	*Rastrick*, near Halifax (Boys and Girls in separate rooms)	Girls . .	49	24	16	9	..	90	30
			Boys . .	94	28	38	25	3	25	80
37	13 Sept.	*Shelf*, near Halifax (Boys and Girls in the same room)	Boys . .	104	70	29	5	..	About 80	28
			Girls . .	39	28	11	..	..	40	10

OBSERVATIONS ON THE

1. *Lancaster*.—School only just assembled under the mistress and assistant teacher, in the absence of the master, who is ill.

2. *Sedbergh*.—The very worthy teacher of this school shared in the dispirited state of his committee, somewhat, I think, to the injury of his energies in dealing with the rough hardy boys of this region: if the school could secure better support, the present master could improve it, for he is doing much for the children, and without more means no abler person will attempt to labour in it.

3. *Kendal*.—A liberal committee; a quick, improving, and systematic master, and a sturdy population, make this a good school, to an extent which a single afternoon's inspection did not suffice to mark with perfect precision.

4. *Carlisle*.—The affairs of this school are unembarrassed, and yet it is in a comparatively languishing condition, through want of more energetic exertion on the part both of committee and teachers, combined with indifference on the part of the parents, who withdraw their children from school very early, to put them into manufacturing occupations, being very poor. The girls' school, which I could inspect only cursorily, is yet weaker than the boys; but the committee and the teachers express an equal desire to improve matters.

5. *Wigton*.—The school rooms form a crypt under a chapel, and the school committee were, at the time of my visit, at difference with the chapel trustees respecting the state of the premises, which I found to be disgusting and improper in the extreme: the girls' school respectable, under a very worthy matron: the boys' school bad, under a very raw untrained youth.

6. *Allonby*.—The Allonby schools, for boys and girls respectively, are endowed by Mr. J. Richardson, and are properly little village schools, under untrained teachers, neither of whom is highly qualified: both schools, therefore, are in comparatively poor condition, and the girls' school is especially weak.

13. *Morpeth Borough Schools*.—The British and Infant Schools of Morpeth are excellently well managed by a committee of the corporation, under whose trusteeship they are in effect placed; the infant-school is under a young mistress of good capacities and manners, but wanting in express training for infant management: this school, however, like the girls', is vigilantly superintended by a committee of ladies: the girls' school, too, is in a rising condition, and the writing (in the Mulhauser books) is the best I ever saw in a girls' school.

18. *South Shields*.—This school is organized in large sections rather than drafts, fully equal to those in a National school, and, as in such a school, each monitor has his assistant; both boys and girls on the same

rith the INFANT SCHOOLS in some instances attached to them.

ey were placed in the afternoon of each day, after the actual attendance, as entered in the preceding s out of the Numbers on their books, as I more rapidly examined each department (except in the case of

	Arithmetic.							Organization.						
	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Collective Sections.	Individual Instruction.	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.	Class Rooms, and Committee Rooms occasionally used as such.
	..	..	..	..	..	..	..	..	..	..	..	..	..	. .
9	10	40	40	40	..	..	..	1	..	..	10	10	..	. .
5	30	140	49	49	49	..	..	1	..	..	45	21	..	1; 20 ft. × 12 ft.
	8	65	15	..	20	..	..	1	..	..	10	9	..	1
	20	50	35	20	..	..	..	1	..	..	20	8	..	. .
	3	20	8	..	..	..	..	1	..	..	20	8	..	. .
7	1	20	3	2	..	..	..	..	..	1	..	4	..	. .
	..	10	..	..	..	..	..	..	..	1	..	3	..	
0	..	45	8	..	45	..	..	1	..	..	8	8	..	. .

infant school in operation under a very proper mistress, to whom, however, a little additional nproving, her own having been expressly for a girls' school.

0	..	57	..	..	..	..	..	1	..	..	12	6	..	. .
	..	33	..	..	..	..	..	1	..	..	12	6	..	. .
3	4	32	40	24	..	..	..	1	..	..	..	6	..	. .

buildings; and a popular constitution, which yet leaves the religious instruction under the nd Northallerton with liberty, to such as desire it, to withdraw their children from the doc-

	..	..	..	..	..	..	..	..	..	..	..	..	..	1
	5	70	..	..	..	..	..	1	..	..	..	22	..	. .
	..	..	..	..	..	..	..	1	..	..	..	13	..	1
	..	25	..	..	..	..	..	1	..	..	16	8	..	1; 12 ft. × 14 ft.
	..	35	..	..	..	..	..	1	..	..	..	..	..	. .
	4	92	13	17	..	6, copies.	6	1	..	..	26	13	..	. .
	6	19	10	2	..	..	1	..	..	..	..	..	..	. .
	..	..	..	..	..	..	..	1	..	..	24	17	..	. .

HOOLS.

children slow and backward, merely because monitors incompetent to teach such masses, and the mselves, though very respectable, not certainly remarkable for energy.

***lesborough-upon-Tees.*—This school, also, is in rather larger drafts than usual, with a proportionate isorder and slowness, not traceable to any want of ability in the master, however readily to want of more nd energy to perceive the defect and remove it: the lessons, likewise, were too difficult: the infant where noticed, is a very good one.**

***Green.*—This is one of the large old schools in which the teachers are oppressed by numbers, and have omed to exhibit discipline where they could not show instruction: under recent excitement, however, been subscribed for getting the school into more active operation, but I heard of no assistants being r either school: nevertheless there is technical instruction throughout, and some of a higher quality lasses, held by the teachers themselves: everything beyond reading, writing, and arithmetic, however, ew in the school: afternoon too short to complete inspection of both schools.**

***rness Ward.*—This school also was, until the recent excitement on matters of popular education, in ondition, and restricted its object to reading, writing, and arithmetic; but a young and able master has n appointed to the boys' school, whose greatest obstacle is want of appliances: the girls' school perfect rk and discipline, but very imperfect in reading, writing, and arithmetic.**

***ich.*—Good schools, in handsome buildings, on the British system, with some differences of detail; ood, and teachers earnest and hard working, relying upon their own vigilance to keep the schools out competition, except in spelling in the girls' school, where places are taken: a large amount of tech- ction, but not so much general ability developed as the teachers propose to themselves to bring forth.**

—A school for both boys and girls, but the children, each sex, forming a separate school on opposite razy school-house; and the teachers paid solely by the pence of the children, on a graduated scale: ct, a private school, kept industriously by the master and his wife, aided by several of their elder th few appliances, and no superintendence: the lower parts of the school, therefore, are in a low state, discipline and instruction; the higher, because they pay more, get more of the better teaching, which ndividual and not monitorial, and is therefore necessarily limited to a part of the school.

TABLE IX. (A.)—*continued.* Operations and Results in the Aided Briti

Number in the Order of Inspection.	Date of Inspection.	British Schools, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading.					Writing.	
				Total No. engaged in Learning to Read at the time of Inspection	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.	On Paper.
	1844									
38	16 Sept.	*Cleckheaton*, near Leeds (Boys and Girls in the same, and Infants in a separate room).	Boys . .	38	20	11	6	1	140	37
39	18 Sept.	*Huddersfield* (Boys and Girls in separate rooms)	Boys . .	178	108	56	14	..	295	..
			Girls . .	110	68	34	8	..	200	75
44	21 Oct.	*Doncaster* (Boys and Girls in separate rooms).	Boys . .	167	56	82	29	..	214	100
45	22 Oct.	*Pontefract* (Boys and Girls in separate rooms).	Boys . .	69	35	24	10	..	120	30
46	24 Oct.	*Holbeck and Wortley*, Leeds (Boys and Girls in one room, and Girls and Infants in another).	Boys and Girls	95	28	63	5	..	170	30
49	7 Nov.	*Ellor Street*, Salford (Boys and Girls in separate rooms)	Girls . .	45	16	30	..	..	140	18
			Boys . .	59	19	38	2	..	60	50
50	8 Nov.	*Bankmeadow*, Manchester (Boys and Girls in one room, and Infants in another).	Boys and Girls	82	40	42	..	..	181	63
52	13 & 14 Nov.	*Bolton* (Boys and Girls in separate rooms)	Boys . .	140	56	66	17	1	210	45
			Girls . .	133	78	18	7	..	200	38
53	15 Nov.	*Nova Scotia*, Blackburn (Boys and Girls in the same room).	Boys and Girls	105	80	18	7	..	180	45
54	18 Nov.	*Gould Street*, Manchester (Boys and Girls in the same room).	Boys and Girls	69	49	12	8	..	123	40
55	20 Nov.	*Charlestown*, Salford (Boys and Girls in separate rooms).	Boys . .	39	17	15	7	..	60	20
56	21 Nov.	*Tintwistle*, near Mottram (Boys and Girls in the same room).	Boys and Girls	84	49	30	5	..	153	40
61	28 Nov.	*Milnrow*, near Rochdale (Boys and Girls in the same room).	Boys and Girls	96	48	40	8	..	144	66

OBSERVATIONS ON TH

38. *Cleckheaton.*—The organization and discipline of this school much injured by the necessity of incorporatin its classes three different relays of factory children in the course of each day, each to receive two hour instruction; master young, energetic, and improving; an increasing amount of technical instruction, but litt opportunity of bringing out intelligence and gentleness; infant school altogether inferior, for want of an abl teacher: and yet this school has a liberal patron.

39. *Huddersfield.*—These large schools have good teachers, but to find proper monitors for such a mass children as I found in the boys' school is impossible in a manufacturing town in "good times," which alway decapitate a monitorial school by taking its top children into employment: this is therefore a school of discipli rather than instruction, beyond a moderate technical progress in reading, writing, and accounts, among childr who do not stay a year each on the average: two-thirds of the boys are learning to read and write on slat only, and pay 2*d.* per week for it; the girls' school is making as good progress, with better tone of manner having the constant superintendence of ladies.

44. *Doncaster.*—The Doncaster schools are large, under zealous committees, and possessed of energetic teacher with very fair material for monitors, this not being a manufacturing town; but secular reading books have n long been employed in them; the amount of general intelligence was less than that of technical progress: a sat "lessons on language," in place of the common system of teaching grammar, is exceedingly creditable to t master's ingenuity, and based on sound views, but the results had not arrived at anything to show as an example the girls' school in pleasing order, and showing a progress sound to the extent to which it has been carried: t master conveys a great deal of general information, but does not sufficiently draw it through and connect it wi the text of the lesson in hand.

45. *Pontefract.*—This school labours under depression from poverty of its funds, and of the people aroun The boys' school dead and slow, each monitor working his draft, not collectively, but on a system of uninstructed a unconnected individual teaching: the effect bad throughout, and not eradicated even from the master's top cla The life and order of the girls' school present a very favourable contrast to the state of the boys'; the mistre ably earnest; secular reading books, however, had been but just introduced.

46. *Holbeck and Wortley.*—The day-schools here are very feeble, and have so little of any organization that th ought rather to be considered as village schools, daily trembling for existence in the midst of an enormous facto population which does not patronize these, but the great Sunday schools held in the same rooms weekly. Noth could be worse than the boys' and girls' school; the discipline and the instruction are both better in the girls' a infants' school, which, however, is for little more than sewing, while the position and condition of the girls' offices wou be utterly intolerable in a more civilized community; in the boys' and girls' school, one-third are factory children.

49. *Ellor Street.*—Transferred to the midst of the like population in Manchester, I found in this school a stat things resembling that in the school adjacent to Leeds; the master equally uneducated and untrained, b possessed of more energy; and the mistress of the girls' school a very worthy dame; but the schools of neither h any claim by their internal merits to rank as British schools: renewed attention to the school having been giv by an old friend and a neighbouring minister, improvement may however be hoped, though nobody is disposed supply the pecuniary means.

Schools, with the Infant Schools in some instances attached to them.

Arithmetic.									Organization.						Class Rooms, and Committee Rooms occasionally used as such.
Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Collective Sections.	Individual Instruction	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy	
27	5	6	38	..	..	..	12, copies.	..	1	..	..	12	6	..	. .
..	..	..	..	24	..	..	1,	..	1	..	..	20	20	..	1; 7 ft. × 12 ft.
..	..	..	..	..	..	..	copies.	..	1	..	..	14	14	..	1; 7 ft. × 12 ft.
50	36	40	126	20	20	..	16, objects.	..	1	..	..	30	18	..	. .
20	20	6	46	20	4	..	..	..	1	..	..	..	10	..	1; 21 ft. × 12 ft.
1	9	7	17	..	..	..	..	..	1	..	..	..	10	..	. .
28	..	..	28	..	..	..	..	..	1	..	..	4	4	..	1; 15 ft. × 12 ft.
14	6	4	24	30	30	..	..	..	..	1	..	6	4	1	. .
48	24	..	72	..	40	..	..	..	1	..	..	..	9	..	1; 14 ft. × 14 ft.
30	20	10	60	40	8	..	..	..	1	..	..	16	14	..	1; 34 ft. × 12 ft.
28	9	..	37	20	..	..									
13	10	4	27	12	3	..	..	..	1	..	..	..	12	..	. .
11	6	4	21	10	..	..	..	..	1	..	..	..	12	1	1; 10 ft. × 10 ft.
15	3	2	20	3	3	..	..	..	1	..	..	7	7	..	. .
22	6	3	31	6	6	..	..	..	1	..	..	12	9	..	. .
55	15	6	76	7	7	25	25, copies.	..	1	..	..	24	12	..	. .

ABOVE SCHOOLS.

50. *Bankmeadow.*—As regards the want of any proper support or superintendence from a committee, and the character of the premises, these schools precisely resemble those at Holbeck and Wortley, and their rooms are, in like manner, crowded on Sundays for secular as well as religious instruction; the teachers are destitute of training and every proper appliance, but by their industry (the master aided in each school by his wife) they have got together large schools of both sexes, for which they do the best they can.

52. *Bolton.*—Master of the boys' school recently appointed, and getting the school into work, though held back exceedingly by want of proper material for monitors, and by want of more regular attendance, while a number of half-timers are likewise a drag upon the rest of the school: the like is seen in the girls' school, where the mistress, being untrained, has her school upon a course of noisy repetition which is next to profitless: the master even might exert more energy with advantage.

53. *Nova Scotia.*—Though a neighbouring factory proprietor gives 20*l.* towards the master's emoluments, this school is in very poor condition, notwithstanding a considerable attendance of children: it wants more discipline, more superintendence, and more personal labour from the master, whose energies are either insufficient or distracted by other occupations; school hours only from 9½ to 12 A.M., and 2 to 4 P.M., at which latter hour all must go home to take tea to the mills; many quite of infantile age, and the whole mass backward; drafts really not working to any effective purpose: the Sunday-school, however, is as thriving as the day-school is weak.

54. *Gould Street.*—Here also is a struggling day-school in the rooms used by a flourishing Sunday-school; it is fitted up rather for the Glasgow than the British system, and is one of the schools abandoned by the Education Society of Manchester; it is now under a British master, but is rather a "ragged school" than a British school, so irregular and brief is the attendance of the poor children around, whose parents get them absorbed as fast as possible into the great neighbouring Lancasterian school of discipline rather than of instruction.

55. *Charlestown.*—Charlestown is a poor suburb of Manchester, and this is in like manner a case of a struggling day-school, kept in being by the subscriptions of only one or two individuals; the boys' school is under a young trained master, able to teach, but unable to govern such children as he has here; the girls' school, half filled with infants, is in more discipline; but the instruction in it, under an untrained teacher, is very little, except in sewing; premises bad, and situation worse.

56. *Tintwistle.*—The school-house here also is principally for Sunday-schools, but, thanks to the enlightened energy of an individual, that school does patronize the day-school, which has shrunk into one room, containing about one-fourth of the whole school accommodation: in this school there is life, cleanliness, and order, very refreshing after all that I had seen for so long a time; and though the teacher is untrained, yet, encouraged to his work, he is really instructing and improving the children, and will not fail to do the same for himself.

61. *Milnrow.*—This vigorous school, which from the first took the lead in popular instruction in this neighbourhood, and still maintains it, owes its efficiency almost wholly to one gentleman of energy and liberality; the children are taken away very early to work, but from the lowest classes upward, a spirit of activity prevails; the singing is excellent, and drawing from copies forms part of the course of a large section of the school.

TABLE IX. (A.)—*continued.* Operations and Results in the Aided British

Number in the Order of Inspection.	Date of Inspection.	British Schools, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading.					Writing.	
				Total No. engaged in Learning to Read at the time of Inspection.	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.	On Paper.
	1844									
62	29 Nov.	*Rochdale* (Boys and Girls in separate rooms).	Boys . .	153	77	42	34	..	290	164
63	2 Dec.	*Warrington* (Boys and Girls in separate rooms)	Boys . .	131	29	46	51	5	312	140
			Girls . .	56	25	21	10	..	93	30
	1845									
69	31 Mar.	*New Broad Street School*, Whitecross Place, Wilson Street, Finsbury (Boys, Girls, and Infants in separate rooms)	Boys . .	88	41	31	12	4	144	76
			Girls . .	74	About 40	About 24	10	..	112	30
70	1 April	*Protestant Dissenting Charity School*, Wood Street, Spitalfields (Boys and Girls in separate rooms)	Boys . .	70	30	30	10	..	100	46
			Girls . .	41	26	13	1	1	65	20
72	4th and following days.	*City Road Chapel Schools*, Radnor Street (Boys, Girls, and Infants in different rooms)	Boys . .	145	58	34	52	1	285	110
			Girls . .	84	25	49	9	1	185	58
73	7 & 8 April	*South Islington and Pentonville Schools* (Boys, Girls, and Infants in separate rooms)	Boys, Upper.	110	..	40	56	14	379	120
			Girls . .	70	..	47	23	..	126	60
75	14 April	*Gascoigne Place Schools*, Cattle Street, Bethnal Green, (Boys and Girls in separate rooms)	Boys . .	103	76	17	10	..	155	35
			Girls . .	56	33	21	2	..	70	14
76	15 April	*Wirtemberg Place*, Clapham (Boys and Girls in separate rooms) . . .	Boys . .	156	34	66	49	7	197	120
			Girls . .	54	34	9	11	..	124	60
77	17 April	*Crawford Street*, Cold Harbour Lane, Camberwell (Boys and Girls in separate rooms)	Boys . .	141	34	82	25	..	154	74
			Girls . .	63	37	26	..	..	120	25
78	18 April	*Leipsic Road*, Camberwell (Boys) . .	Boys . .	146	55	42	49	..	180	100
79	21 April	*Churchfield*, Mortlake (Boys, Girls, and Infants in separate rooms . .	Boys . .	38	26	8	3	1	50	12
			Girls . .	42	18	21	3	..	50	18
81	28th and following days.	*Abbey Street*, Bethnal Green (Boys, Girls, and Infants in separate rooms)	Boys . .	350	53	52	6	..	488	65
			Girls . .	111					180	

OBSERVATIONS ON

62. *Rochdale.*—These schools have been built on a most liberal scale by the committee, and are conducted with unaffected devotion to their labours by the several teachers; but in a district where it is difficult to retain children fit to act as monitors, the mass of children in the boys' school is too great for one unassisted master; the best he can do he is doing, by keeping up a good technical progress throughout, and endeavouring by direct instruction to a large monitors' class, to expand their minds somewhat; the order, appearance, and bearing of the girls' school remarkably satisfactory; the singing good, and some of the boys drawing from copies with such beautiful correctness as to make one regret that they are not upon the higher exercise of drawing from models.

63. *Warrington.*—The boys' school a very good one, under a liberal committee and able master, leaving nothing to monitors that he can do himself, and looking vigilantly to their execution of what he intrusts to them; a most active and healthful life in every department of their instruction; the girls' school slow, not only from the infantile ages of the children, but also from the want of life and of method in the working of the monitorial classes, in regard to which a few hints from the boys' school might be taken with profit; outfit of school-rooms and play-grounds equally good.

69. *New Broad Street School.*—This school is maintained for the dense and poor population between Finsbury and Broad-street, by the Independent congregation of Broad-street Chapel, and is well attended in all its departments; indeed the infant-school is over crowded, and wants space both internally and likewise externally, in the shape of play-ground; the boys' school is more ambitious than it is steadily progressing throughout, but the vigilance of the committee promised to correct this natural defect in a young teacher; and the girls' school is in pleasing condition.

70. *Protestant Dissenting Charity School.*—An old endowed school, the trustees and managers of which made a liberal effort, a few years ago, to render it available for the instruction of great numbers of the children in this poor neighbourhood, with which view they erected large new school rooms, contiguous to the old school-house, still serving as the residence of their respectable teachers, whom they sent to be trained; but the old habits of individual instruction which had been so long pursued were too strong to be so suddenly superseded; and neither school is in effect monitorial, or capable of dealing efficiently with a large mass of children; of this the trustees are aware, without being dispirited, and renewed efforts will therefore be made.

72. *City Road Chapel Schools.*—This school is the object of constant solicitude to a liberal committee, who have spared no pains to get good teachers, and to encourage their exertions; the boys' school is in good condition, though the master may, in some respects, be more inventive than judicious: the girls' school is in excellent condition; the infants' school is being wrought into good form by two young female teachers, but it is down in the cellar.

73. *South Islington and Pentonville Schools.*—A large and important institution, conducted with great liberality and spirit; the boys' school is divided into an upper and lower portion, the former under an able Scottish master, and taught in three sets of galleries, on the Battersea plan; a senior monitor relieving the master: its two top sections attain to a thoroughly good middle-class education; the third is comparatively backward; and the lower boys' school, which is in large monitorial classes, somewhat on the sessional plan, is decidedly slow, owing to the boys who come to officer it, from the upper school, being untrained to their duty, and the numbers in each class too great for the smaller children put in charge of them. The girls' is a British school, in nice order, and improving, though

Schools, with the Infant Schools in some instances attached to them.

Arithmetic.									Organization.							
Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Collective Sections.	Individual Instruction	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.	Class Rooms, and Committee Rooms occasionally used as such.
50	32	22	104	41	16	45	12, copies.	3	1	..	..	40	18	..	. .
76	28	..	104	..	..	..	..	..	1	..	..	17	16	..	. .
18	..	..	18	20	10	..	..	..	1	..	..	6	5	..	1
About 60	About 20	About 10	90	Abt. 40	Abt. 20	Abt. 40	..	..	1	..	..	..	9	..	1
48	12	..	60	20	20	20	..	..	1	..	..	..	..	..	
26	16	12	54	..	..	..	..	..	..	..	1	..	5	..	1; 13 ft. × 16 ft.
11	9	..	20	..	..	..	..	..	..	..	1	..	4	..	1; 12 ft. × 16 ft.
53	65	40	160	110	110	..	..	..	1	..	..	..	17	..	1; 21 ft. × 14 ft.
20	12	..	32	70	60	..	..	..	1	..	..	..	13	..	1; 21 ft. × 14 ft.
40	68	19	127	127	32	60	55, copies & objects	..	..	1	..	..	..	1	. .
40	20	..	60	30	14	17		..	1	..	..	10	6	1	. .
80	10	2	92	30	30	..	..	..	1	..	..	30	11	..	. .
12	8	..	20	20	12	..	..	..	1	..	..	8	6	..	. .
60	35	45	140	50	50	50	..	..	1	..	..	30	12	..	. .
25	25	..	50	25	15	..	..	..	1	..	..	25	7	..	. .
70	15	35	120	115	40	20	20, copies.	..	1	..	..	30	10	..	1; 16 ft. × 12 ft.
20	1	..	21	14	14	..		..	1	..	..	12	6	..	
42	80	24	146	156	36	40	40, copies.	..	1	..	..	36	13	..	. .
18	18	1	37	18	8	..	6, copies.	..	1	..	..	8	5	..	. .
30	..	..	30	20	..	..		..	1	..	..	8	5	..	. .
49	17	..	66	46	46	30	copies & objects.	..	1	1	..	..	6	..	. .

THE ABOVE SCHOOLS.

the scheme of instruction appeared to be decidedly limited. The infant-school, too, is a very good one, which could be improved only by a little more energy in the work of the large gallery.

75. *Gascoigne Place Schools.*—A school erected on a liberal scale, but labouring under many of the usual difficulties of a manufacturing and neglected neighbourhood. In the half-full boys' school there is great want of discipline and consistency of progress; while in the quarter-full girls' school, the children are for the most part of infantile ages.

76. *Wirtemberg Place.*—The boys' school is one of the best I have ever seen, in tone, in discipline, and in agreeable progress throughout, notwithstanding the size of the school, the absence of any but monitorial assistance, and the negation alike of rewards and emulation; the girls' school is comparatively in a feeble state, and many of the children in it are of infantile ages.

77. *Crawford Street.*—The profitable activity of this school is almost as great as its noise, for it has a master determined to do everything, and he therefore accomplishes a great deal, and infuses his own spirit throughout; of course his work wants finish, and the school wants tone, but the amount and clearness of the intellectual progress are very remarkable under the circumstances; the girls' school is not vigorous.

78. *Leipsic Road.*—A school conducted in excellent tone and discipline under the daily supervision of a zealous secretary of the committee, who himself instructs one-third of the boys in singing by note, in which they have attained a remarkable and pleasing proficiency: the master is industrious, the general progress good, and the drawing from copies as finished as the singing; there is wanting only a little more labour among the youngest, and a little more grammatical vigour among the eldest children, to place this school in a very high position.

79. *Churchfield.*—These are superior village schools, especially that for the girls; in both, the discipline and appearance of the children is very respectable, and the teachers are unaffected and painstaking; but the instruction in the boys' school especially requires dealing with more equal justice throughout it, and rendering less purely verbal.

81. *Abbey Street.*—These schools form an important institution, the largest on the principles of the British and Foreign School Society next to the Normal School itself which I know to exist in the metropolis, and could neither have existed nor been maintained in a district so necessitous but in the peculiar liberality of one wealthy benefactor among several; the premises are as good as 5000*l.* could procure: the higher classes of the boys' school are instructed collectively by the master and assistant teachers in large gallery classes in two good class-rooms; the body of the monitorial school is divisible into sections by curtains, also for collective teaching, under pupil teachers or senior monitors; and the little children are likewise taught in gallery; a great spirit of activity pervading the whole mass, descending through assistant teachers, monitors and children from a master of energy and invention; the tone of the school is not equal to its activity, and the infant-school at the time of my visit was in a state scarcely of organization, but for the employment of a few of the quickest top boys in teaching, in aid of the female teachers, the boys and infants being under the same head master: the girls' is more purely a monitorial school, under a mistress trained in the plans of the National school, and who consequently uses a division into six large classes, in the management of which she is aided by two assistants and monitors; the tone of this school is superior to its activity; the whole establishment presents a body of original effort and new experience under very disadvantageous

TABLE IX. (A.)—*continued.* Operations and Results in the Aided British

Number in the Order of Inspection.	Date of Inspection.	British School, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading.					Writing.	
				Total No. engaged in Learning to Read at the time of Inspection.	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.	On Paper.
	1845									
83	1 May.	*Twig Folly*, Bethnal Green (Boys) .	Boys . .	Official inspection declined by the committee of						
85	6 May.	*Stratford*, near Bow (Boys)	Boys . .	143	92	43	8	..	190	80
86	8 May.	*Stoke Newington* (Boys and Girls in separate rooms)	Boys . .	75	14	46	15	..	125	50
			Girls . .	..	..	..	..	..	145	40
87	9 May.	*Barbican*, Jacob's Well Court (Girls, with rooms for Boys unoccupied).	Girls . .	63	42	11	10	..	100	20
88	15 May.	*Hart Street*, Covent Garden (Boys, Girls, and Infants, in separate rooms)	Boys . .	95	22	46	24	3	190	100
			Girls . .	46	16	16	14	..	120	30
89	22 May.	*Hornton Street*, Kensington (Boys, Girls, and Infants, in separate rooms)	Boys . .	69	43	10	16	..	100	40
			Girls . .	56	21	27	8	..	100	50
90	23 May.	*Hammersmith, Chiswick, and Turnham Green* (Boys and Girls in separate rooms	Boys . .	94	58	23	13	..	146	55
			Girls . .	53	29	16	4	4	79	24
91	6 May.	*Power Street*, Woolwich (Boys and Girls in separate rooms).	Boys . .	118	80	23	15	..	170	46
92	27 May.	*Great George Street*, Bermondsey (Boys).	Boys . .	93	45	32	16	..	124	53
94	30 May.	*Silver Street*, Rotherhithe (Boys and Girls in separate rooms)	Boys . .	49	25	17	7	..	110	47
			Girls . .	19	19	..	..	..	60	23
95	2 June.	*Brentford* (Boys and Girls in separate rooms)	Boys . .	111	44	45	22	..	136	70
			Girls . .	96	46	27	23	..	118	53
96	12 May 5 & 6 June.	*North London*, Calthorpe Terrace, Gray's-Inn Lane (Boys, Girls, and Infants in separate rooms) . . .	Boys . .	175	85	53	37	..	290	110
			Girls . .	95	38	47	10	..	230	30
98	11 & 13 June.	*Hackney Road*, Westmoreland Street, Weymouth Terrace (Boys and Girls in separate rooms) . . .	Boys . .	142	79	37	26	..	210	95
			Girls . .	67	47	20	..	..	130	35
99	17 June.	*Brixton Hill* (Boys)	Boys . .	107	46	43	18	..	130	65
100	18 June.	*Wycliffe Chapel Schools*, Philpot Street, Commercial Road, Stepney (Girls and Infants).	Girls . .	112	53	32	24	3	130	40

ORSERVATIONS ON

circumstances, which demands at once both praise and study; the greatest ornament of the school is the top class of the boys, which, considering their brief stay, is very remarkably advanced.

85. *Stratford.*—A school in very good tone and discipline, though not exhibiting much intelligence; under a master of the old style; a faithful servant of his present liberal committee in the same post for many years.

86. *Stoke Newington.*—The boys' school is in respectable discipline, but wanting in labour throughout; the girls' school is in much higher condition, and the singing, which the mistress teaches by note, is carried to a pleasing perfection.

87. *Barbican.*—A school in very unfavourable premises, in a close court, filled with children chiefly of infantile ages, and from very poor homes, and wanting in ladies' superintendence and encouragement, though attached to one of the most active congregations in London in all missionary labour; the organization, discipline, and instruction, therefore all admit of great improvement, which the mistress, with encouragement and advice, would be able to apply.

88. *Hart Street.*—The infant-school is under a master of manners and capacities well adapted to his office, but not possessed of the most recent views with regard to the discharge of his duties, and therefore overrunning the capacities of the "little ones;" the boys' school is in excellent discipline, and in full and efficient work, under an energetic though not highly educated master, who, however, teaches singing by note; the girls' school, too, is apparently in advancing condition, under a newly appointed teacher.

89. *Hornton Street.*—The master's teaching in the boys' school is thoroughly good, not excepting the writing, sometimes neglected, and he has powers which are here scarcely called into exercise, the children being young, and the committee not encouraging instruction in grammar and drawing; the discipline of the girls' school is as good as that of the boys', but the instruction is even relatively feebler, except in the arithmetic and needlework, which latter is carried to a high finish; the infant-school is in the hands of a respectable young female teacher, trained and making good progress.

90. *Hammersmith, Chiswick, and Turnham Green.*—In the boys' school the children are for the most part very young, but receive a faithful attention in the several classes, and a consistent progress is the result, and that made in writing remarkably good; in the girls' school the progress is equally good, and under the zealous superintendence of some ladies, the reading of the top girls showed grammatical clearness and an expression which were very gratifying; beyond reading, writing, and arithmetic, the committee do not encourage the instruction to proceed; but the girls are clever at needlework, and the boys at singing, which the master teaches them by note.

91. *Power Street.*—The discipline in the large boys' school is very good, but the instruction is not equal to it owing to the master not devoting himself sufficiently to the lower labours and lower sections of the school; a defect for which singing by note is not sufficient compensation; the girls' school closed until a new mistress can be procured.

ols, with the Infant Schools in some instances attached to them.

Arithmetic.								Organization.						Class Rooms, and Committee Rooms occasionally used as such.
Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Collective Sections.	Individual Instruction.	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.	
ıool, and being on Her Majesty's service, I could make none other.														
12	15	97	12	12	15	6, objects.	..	1	..	..	13	15	..	1; 10 ft. × 10 ft.
46	14	96	50	50	..	14, copies.	..	1	..	..	12	10	..	. .
9	..	76	20	20	20		..	1	..	..	..	..	..	. .
6	..	20	20	12	..	..	..	1	..	..	12	8	..	. .
30	20	150	30	40	30	30, copies.	..	1	..	..	14	12	..	. .
20	..	60	32	32	..		..	1	..	..	18	5	..	. .
12	..	62	20	12	40	6, copies.	..	1	..	..	6	6	..	. .
10	..	30	40	30	..		..	1	..	..	20	7	..	. .
18	6	104	30	12	36	12, copies.	..	1	..	..	12	10	..	. .
12	..	47	8	..	..		..	1	..	..	9	6	..	. .
20	15	80	14	12	20	1, copies.	1	1	..	..	20	12	..	1; 9 ft. × 12 ft.
8	2	50	28	18	..	6, copies.	..	1	..	..	14	12	..	. .
9	7	40	20	20	..	..	..	1	..	..	4	5	..	. .
..	..	30	..	..	..	..	..	1	..	..	4	4	..	. .
10	30	70	60	40	50	19, copies &objects	..	1	..	..	10	10	..	1; 14 ft. × 10 ft.
8	4	82	50	8	..		..	1	..	..	20	9	..	
60	8	178	30	30	45	40, copies.	..	1	..	..	30	15	..	1
18	..	68	20	..	..	..	..	1	..	..	10	8	..	1
													..	1; 14 ft. × 10 ft.
18	..	98	45	20	..	10, copies &objects	..	1	..	..	24	11		
8	..	45	50	15	..		..	1	..	..	13	11	..	1; 16 ft. × 10 ft.
25	30	105	39	39	40	20, and all the school rudely, in copies.	..	1	..	..	..	11	..	. .
40	1	91	60	30	30	..	..	1	..	..	11	10	..	. .

ABOVE SCHOOLS.

Great George Street.—This school much resembles the Woolwich school in the superiority of its discipline over truction; but the master is so unaffectedly earnest in his work, that with some further instruction he would lf much improve it, as, for instance, in the use of a system of mutual correction; nearly the whole financial n of this school falls upon a single philanthropic individual.

Silver Street.—Schools but ill supported, and wanting in appliances, limited in attendance, and, in fact, ly above the rank of village schools, though under teachers desirous to do their best, and on premises which are y occupied by flourishing Sunday schools.

Bradford.—Good schools, under a liberal committee and active-minded teachers, the top classes of both being l for collective instruction, for which, however, they require a better class-room; the schools are in good disci- notwithstanding that the master expressly repudiates corporal punishment; and his instructions extend to g by note, and drawing from models; the boys, too, take their books home; the girls' school, in tone, disci- and satisfactory progress, is one of the best I have anywhere seen.

North London.—An important institution, each department of which is under the charge of very respectable ers; a superior energy characterizing the master of the boys' school, in which he has about 200 children, with sistance beyond what is derivable from a monitors' class, composed of children under 12 years of age; the y of materials, too, is imperfect, owing to the parents being required to buy the reading-books; and yet is throughout an active and steady technical progress, and in the upper classes a considerable share of intelli ; the singing, partly by note, is good, and there is some drawing from copies, which the master would gladly ate into drawing from objects; the tone and discipline of the whole mass is very creditable to him; those of rls' school are still better, under a mistress who requires to use a little only more vigilance in the lower parts school, to make it as perfect as the brief attendance of the children will permit; the infant-school, under a r who is the friend of the little ones, but not of the most recent training, or one of the most fertile in resources.

Hackney Road.—Boys' school in good discipline, but the organization and instruction are more exclusively orial than usual, and the progress is slow and unneat accordingly; nevertheless the school is improving and , and the committee are determined to extend to it a more active encouragement; the girls' school has a good ss and good monitors, but wants some notions of infant schooling for its many "little ones," and more appro books for its middle classes; with encouragement, these will both become very good schools.

Brixton Hill.—This is a school in which the master attempts everything, and has natural capacities and industry a great deal; but there is a great want of accuracy in the processes of teaching, and of good tone, and quiet dine throughout, a want which it is probable that he will learn to supply.

. *Wycliffe Chapel Schools.*—A large infant-school on the ground-floor, and a large girls' school above, each

TABLE IX. (A.)—*continued.* Operations and Results in the Aided Briti

Number in the Order of Inspection.	Date of Inspection.	British Schools, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading.					Writing.	
				Total No. engaged in Learning to Read at the time of Inspection.	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.	On Paper.
	1845									
101	1 July	*Prince's Square Schools*, St. George's-in-the-East (Boys Girls in separate rooms)	Boys . Girls .	The affairs of this school have never been in them for schools conducted under the super						
102	8 July	*Fisher Street*, Red Lion Square (Boys)	Boys . .	135	52	26	57	..	180	9
103	16 July	*Chigwell Row* (Boys and Girls in the same room).	Boys and Girls.	65	39	14	12	..	92	3
104	17 July	*Enfield* (Boys and Girls in separate rooms).	Boys and Girls.	Official inspection declined by the committee						
106	22 July	*Guildford* (Girls)	Girls . .	52	28	15	9	..	72	1
107	23 July	*Farnham* (Boys and Girls, half the day in the same, and half in separate rooms)	Boys . . Girls . .	73 33	43 6	20 15	10 12	.. ..	120	3
108	24 July	*Dorking* (Boys and Girls in separate rooms)	Boys . . Girls . .	101 76	23 26	53 40	25 10	.. ..	140 112	8 5
109	30 July	*Uxbridge* (Boys)	Boys . .	175	98	77	..	..	180	10
110	31 July	*Waltham Abbey* (Boys and Girls in separate rooms)	Boys . . Girls . .	44 22	29 16	7 6	8 ..	.. ..	68 37	2 1
111	1 Aug.	*Sheerness* (Boys and Girls in separate rooms)	Boys . . Girls . .	95 88	15 71	45 9	35 8	.. ..	125 110	8 5
112	4 Aug.	*Canterbury* (Boys)	Boys . .	170	75	59	36	..	185	8
113	6 Aug.	*Dover* (Boys and Girls in separate rooms)	Boys . . Girls . .	129 38	60 19	45 12	24 7	.. ..	161 60	7 1
114	8 Aug.	*Folkestone* (Boys and Girls in separate rooms).	Boys . .	113	59	39	15	..	170	7 Abo
115	11 Aug.	*Hastings* (Girls)	Girls . .	48	19	20	9	..	75	2
116	13 Aug.	*Union Charity Schools*, Brighton (Boys and Girls in separate Rooms).	Boys . .	115	66	34	15	..	183	9

OBSERVATIONS ON TI

having a mistress and an assistant mistress, and each a class-room; both are in good condition throughout; and reading, writing, and sewing of the girls are all equally superior, though the arithmetic is defective.

102. *Fisher Street.*—A thoroughly good school, under a master of ability and assiduity, notwithstanding that number of new admissions in every year is as great as the average attendance, and the most regular attend leave school at ten or eleven years of age; the little ones, however, get express simultaneous lessons in a su class-room; little time can be allowed for singing or drawing.

103. *Chigwell Row.*—A superior village school, on the margin of Henhault Forest, which offers its green expa for play-ground; it is under a good female teacher, and chiefly for girls; the boys, as they grow up, going to National school in the same parish: with a few more reading-cards, and rather more occupation for the li ones, it will be doing nearly all that is possible in so remote and recently so rude a locality, its tone and mann being excellent.

106. *Guildford.*—A school poorly supported with difficulty by a very few individuals, but deserving of much be support on account of the unaffected labour bestowed by its young teacher, under the encouragement of a ladies, and the progress actually made with great deficiency of appliances; the tone and discipline of the sch being equally good.

107. *Farnham.*—This is a joint school for boys, girls, and infants, occupying two rooms originally designed separate boys' and girls' schools; they are under a master, aided by a mistress to teach sewing, and superintended some ladies; the boys and girls are in separate classes, but in the same room during one-half of the day, under master's instruction, while the "little ones" are using a letter-box and reading-frame in the other; and during other half of it, the boys and the "little ones" are in the same room, while the girls are at their sewing: the inst tion wants accuracy and finish; but there is life and zeal in it; the manners and discipline of the whole are go and the arrangement has great merits under the circumstances of narrow means and limited numbers, such as here felt.

108. *Dorking.*—The boys' is a double school, one portion for tradesmen's children paying 7*s.* 6*d.* per quar and receiving a fair middle-class education on the usual plan of a private school; and the other monito within itself, with simultaneous lessons on objects, &c., addressed to the whole by the master, and some gall lessons of the same nature given to the little ones by an elder boy or two, during the ciphering time of the o children; the writing and arithmetic are above the average, but the reading and general intelligence of the n of the school do not at all accord with the master's capacities and views, which require more patient assid to carry them out with effect; the girls' school is in good condition, under an excellent matron, who would more with more of appliances and encouragement; this school has altogether, however, been the object of expenditure much beyond the proportion of its aid from Government, and the broken state of the boys' sch partly results from consequent incumbrances, which make it difficult to pay a master.

109. *Uxbridge.*—A school under a very worthy teacher, but of the old style, in perfect organization, but the sc of the instruction not extending beyond reading in the Scriptures, writing, and the first four rules of arithme

Schools, with the Infant Schools in some instances attached to them.

Arithmetic.										Organization.						Class Rooms, and Committee Rooms occasionally used as such.
Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.		Monitorial Drafts.	Collective Sections.	Individual Instruction	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.	
satisfactory condition, and its trustees have latterly let the premises to a Temperance Society, who have sub-let tendence of a Roman Catholic priest, who declined an official inspection of them.																
57	20	12	89	40	50	40	30, copies.	6	1 ..	..			20	11	..	1; 11 ft. × 12 ft.
15	15	2	32	18	18	..	..	..	1 ..	..			8	8	..	. .
this school, and, being on Her Majesty's service, I could make none other																
38	2	..	40	34	..	..	..						15	6		. .
80	12	4	96	30	30	Abt. 30	..						16	{ 7 / 4 }		. .
91	11			50	46	Abt. { 50	{ 52, copies.						..	13		1; 11 ft. × 8 ft.
48	14		62	..		}	{ ..						12	5		1; 11 ft. × 8 ft.
79	32	4	15	..	..	..	..						..	19		. .
16	12		29	12	12	..	15, copies.						12	4		. .
15	..		15	12	12	..	..						12	3		. .
80	10	20		56	56	20	{ 14, copies. }	6					20	7	..	. .
50	..	..	50	..		..							..	8	..	. .
32	11	17	60	25		..	12, copies.						20	16	..	. .
65	8	7	80	30	4	..	{ 12, copies. }						15	16	..	. .
25	..		25	..	..	..							12	6	..	. .
80	21	8	109	70	70	..	12 copies.						12	10	..	. .
About 25	..		25	..		..	..						12	7	..	1; 30 ft. × 16 ft.
50	20	15	85	Abt. 30	Abt. 30	..	20, copies.						25	12	..	1; 30 ft. × 16 ft.

ABOVE SCHOOLS.

which, in effect are taught only to the upper half of the school, the rest being kept orderly, for it cannot be said that they are taught, by untrained monitors.

110. *Waltham Abbey.*—The boys' is a very good little British school, notwithstanding the early ages at which the children are taken to work; and the girls' is a neat little village school; both want only more means and more children; the master should have the instruction of the whole, though the girls remain under the care of a sewing mistress.

111. *Sheerness.*—A struggling institution, virtually unaided by subscriptions, and uncontrolled by a committee; the master in the boys' school labouring with great shrewdness, energy, and industry, to move the intellectual powers of the children, especially in mathematical exercises, and arranging them in three sections, subdivided monitorially; but there is a want of tone and finish which leaves disorder; and the girls' school, which is ill attended, shows the same defects in a more marked degree.

112. *Canterbury.*—Whole school making sound progress in reading, writing, and arithmetic—in writing especially; but by no means a fast school, although its tone and discipline are very good; greater activity is wanting, especially in the lower classes.

113. *Dover.*—A faithful, educated, and persevering master has long laboured with effect to give to the boys placed under his care mental habits of truth, accuracy, and activity, in spite of every disadvantage of defective support, and even of a deficiency of the commonest appliances, of which it is probable, however, that he will not again be destitute with his present committee. The girls' school, though under a respectable teacher, is in feebler condition, except as to the needlework; and a fall of the cliff has injured its premises.

114. *Folkestone.*—The boys' school is in good discipline, under a master of sufficient ability, increasing the amount of his simultaneous instruction, but it wants better carrying home to the individual children; he has permitted an impolitic weakness in his monitorial agency, and the school, therefore, is not quite such as his own good abilities, combined with the liberality of its founder and promoters, should have made it. The girls' school is under excellent matronly discipline, but its education is too exclusively one of habits and of needlework, though these, when good, as they are in the present instance, are invaluable, and not to be obtained without zealous superintendence, such as one lady, aided by several others, actually gives to the school.

115. *Hastings.*—This school was originally designed for both boys and girls, but is in effect only a girls' school, under a zealous committee of ladies, deficient in funds, and under a promising teacher, recently trained to hold the school, proceeding very well in her task. The boys' school is held in handsome rooms under the Independent Chapel, by a master of energy, but wanting in training.

116. *Union Charity Schools.*—The boys' is a school in very respectable discipline, and its top class is well educated; but the lower portions are making but slow progress under a noisy system of simultaneous repetition, a defect for which the amazing finish of the drawing, from copies, at the top of the school affords no sufficient compensation. The girls' school is not in high condition either, and the lower part of it forms in effect an infant-school, without the system or appliances of one; and yet the teachers are possessed of abilities, and the committees of a zeal which has overrun their pecuniary means.

TABLE IX. (A.)—*continued.* Operations and Results in the Aided British

Number in the Order of Inspection.	Date of Inspection.	British Schools, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading.					Writing.	
				Total No. engaged in Learning to Read at the time of Inspection	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.	On Paper.
	1845									
117	15 Aug.	*North Lane*, Brighton (Boys and Girls in separate rooms)	Boys	229	80	138	11	..	420	180
			Girls	87	40	41	6	..	150	36
118	20 Aug.	*Fareham* (Boys and Girls in the same room).	Boys	41	27	14	..	..	60	15
119	21 & 22 August	*Southampton* (Boys and Girls in separate rooms).	Girls	78	38	30	10	..	96	About 50
121	25 Aug.	*Havant* (Boys and Girls in the same room).	..	..	..	..	..	..	..	..
122	25 Aug.	*Ryde*, Isle of Wight (Boys and Girls in separate rooms).	..	..	..	..	..	..	..	..
124	26 Aug.	*Newport* (Boys, Girls, and Infants, in separate rooms).	..	..	..	..	..	..	..	..
125	29 Aug.	*Guernsey*, St. Peter's Port (Boys and Girls in separate rooms)	Boys	106	52	41	13	..	145	60
			Girls	25	10	6	9	..	40	10
127	8 Oct.	*Portmador and Tremador* (Boys and Girls in the same room, divided by a screen).	..	Difficult to class the reading.					66	25
129	9 Oct.	*Holyhead* (Boys)	Boys	52	28	16	8	..	60	40
130	13 Oct.	*Bangor** (Boys and Girls in separate rooms)	Boys	33	8	13	12	..	40	20
			Girls	12	8	3	1	..	18	1
132	15 Oct.	*Oswestry* (Boys and Girls in separate rooms)	Boys	40	10	28	2	..	40	12
			Girls	47	20	25	2	..	75	12
133	16 Oct.	*Wem* (Boys and Girls in separate rooms)	Boys	53	23	21	9	..	130	55
			Girls	40	18	17	5	..	130	40
134	17 Oct.	*Chester*, St. Wrexham (Boys)	Boys	52	13	31	8	..	64	40
135	21 & 28 October.	*Newcastle-under-Lyne* (Boys and Girls in separate rooms)	Boys	75	30	34	11	..	110	50
			Girls	57	29	16	12	..	105	30
136	29 Oct.	*Stafford* (Boys and Girls in separate rooms)	Boys	51	19	32	..	..	100	28
			Girls	46	37	9	..	..	45	16
137	30 & 31 October.	*Derby* (Boys, Girls, and Infants, in separate rooms)	Boys	116	41	47	28	..	210	110
			Girls	88	44	24	20	..	90	27
138	3 & 4 Nov.	*Nottingham* (Boys and Girls in separate rooms)	Boys	152	53	80	19	..	240	80
			Girls	99	53	31	15	..	160	20

* The Bangor School (as in all the preceding

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117. *North Lane.*—The great mass of children in the boys' school is under one of the ablest masters of the old school, whose discipline and evolutions are perfect, while the amount of active technical instruction in reading, writing, and arithmetic, which he drives through the whole, is really surprising; the elder children learn to sing by note, with the eldest girls, and some of them copy engravings with surprising finish. The girls' school is in very good condition, but with an unusual proportion of little ones; and only six had stayed long enough to be really instructed children, their employment in service at Brighton being as early as in mills in the North.

118. *Fareham.*—A little village school for children of both sexes, and all ages, kept by a master, aided by his wife; it deserves better support and assistance than a limited connexion in a small town can extend to it.

119. *Southampton.*—These schools form an important and well-housed institution, under strong and zealous committees of ladies and gentlemen respectively; but the boys' school I found in a state of temporary weakness, under the circumstances of a recent change of teachers; the discipline, manners, tone, and equable progress of the girls mark their school as one of the best which I have ever visited.

121. *Havant.*—A village school under a female teacher, trained at the Borough-road, in very good condition, though it is a very hard struggle on the part of its committee to keep it in being, and on the part of its teacher to obtain a subsistence.

122. *Ryde.*—Both schools broken up for the harvest; the boys' school also for a change of master.

124. *Newport.*—Both boys' and girls' schools dispersed for the harvest; and the infant-school left with diminished numbers in the temporary charge of an assistant teacher; but the whole are under liberal and zealous management.

127. *Portmador and Tremador.*—The history of this school, under the kind patronage of a neighbouring proprietor, affords some interesting experience; unable to maintain two separate schools, both boys and girls have been placed under the instruction of the master, who discharges his duties very zealously, the top boys receiving a fair middle-class education, while the "little ones," in the custom of the country, were learning to read English without the meanings of the words as they proceeded, a defect which completely prevented any classification of their reading, and one which is common to all the Welsh village schools.

129. *Holyhead.*—In its character this is rather a private school of individual instruction, aided by the gratuitous use of a school-room and a bequest of Dr. Williams, than it is a public or British school, though some of the older boys are used to "plague the young ones," terms which very well indicate the extent to which the monitorial system is used in remote and virtually unorganized schools; the instruction of the higher boys in reading, writing, and arithmetic, is very industrious.

130. *Bangor.*—This school resembles the preceding in every respect, except that it is much feebler; it was promised a grant on the strength of statements, which not agreeing with the facts of the case, their Lordships were reluctantly compelled to abandon its further consideration; respectable parties are, however, engaged in *the foundation of one,* which promises to be truly the British school of Bangor.

Schools, with the Infant Schools in some instances attached to them.

Arithmetic.									Organization.						Class Rooms, and Committee Rooms occasionally used as such.
Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Collective Sections.	Individual Instruction	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.	
220	50	45	315	45	45	50	About20, copies.	..	1	..	..	30	28	..	. .
30	12	..	42	..	..	..		..	1	..	..	6	6	..	1
10	10	4	24	..	2	..	..	..	1	..	..	11	8	..	. .
About 40	About 10	..	50	Abt. 20	Abt. 10	..	..	..	1	..	..	12	9	..	. .
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	. .
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	. .
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	. .
30	8	6	44	50	22	..	36, copies.	..	1	..	..	..	4	..	. .
8	6	..	14	12	12	..		..	1	..	..	13	9	..	. .
12	6	6	24	8	9	..	..	..	1	..	..	..	..	..	. .
12	14	4	30	..	..	..	..	..	..	..	1	..	5	..	. .
6	..	3	9	..	..	..	..	..	..	..	1	..	3	..	. .
..	..	..	..	..	..	..	..	..	..	..	1	..	3	..	. .
12	6	3	21	12	12	..	11, copies.	..	1	..	..	..	3	..	1; 25 ft. × 15 ft.
25	..	..	25	15	15	..		..	1	..	..	..	5	..	1; 25 ft. × 15 ft.
12	20	6	38	20	20	..	12, copies.	..	1	..	..	..	6	..	. .
30	14	..	44	20	20	..		..	1	..	..	..	4	..	. .
11	25	12	48	48	48	..	6, copies.	..	1	..	..	..	6	..	. .
24	10	10	44	29	4	..	..	..	1	..	..	..	9	..	. .
30	6	..	36	12	4	..	..	..	1	..	..	..	7	..	. .
25	12	5	42	20	20	..	20, copies.	..	1	..	..	24	10	..	. .
12	14	..	26	..	..	..		..	1	..	..	6	3	..	. .
140	40	8	188	50	50	..	40, copies.	..	1	..	..	44	12	..	1
77	11	..	88	30	..	..		..	1	..	..	11	4	..	. .
106	12	2	120	25	25	..	8, copies.	..	1	..	..	20	16	..	. .
20	8	2	30	10	10	..		..	1	..	..	15	11	..	2; each 10 ft. × 10ft.

Tables) is excluded from these totals.

ABOVE SCHOOLS.

132. *Oswestry.*—These schools are not at present in prosperous condition, owing to some encumbrance on their finances, which chills the spirit of their friends, and tends to deprive the teachers of some more cordial support; these, too, have just been changed, and the young persons newly appointed will require supervision and encouragement, and the female teacher also training, to re-embody schools worthy of the connexion which supports them.

133. *Wem.*—Under teachers intelligent, earnest, and industrious, but untrained, except by many years of practice, and wanting in methods, which would, with their good abilities, have proved very useful to the schools; the schools are nevertheless in creditable condition and progress, although the reading of the boys and the arithmetic of the girls both admit of an amount of improvement of which the teachers themselves are scarcely aware.

134. *Chester.*—In intelligent reading, good writing, and clear and ready arithmetic, this is a good school; the first elements of geography and grammar being also well conveyed; and yet the attendance of scholars is not such as the merits of the master ought to challenge, because there is another British school in the town.

135. *Newcastle-under-Lyne.*—These schools are languishing for want of a more adequate support and active superintendence, arising partly, perhaps, from the discouragement of an old building debt, and partly from the indifference of parents to the education of their children, and the early age at which they put them to work; the tone of both schools is good, and the writing and arithmetic rather above the average; but the progress in reading with intelligence is slow and limited in the boys' school, and there is little of geography or grammar in either.

136. *Stafford.*—Schools, in low condition throughout, in which respect they reflect the character of the surrounding population, and of the finances of the committee; the only children who distinguish themselves were some just come from infant-school; the teachers have scarcely the qualifications to make this school much better than it now is, even when the committee shall have found more means and more time to bestow upon it, as I think they will.

137. *Derby.*—This is an important institution, upon which no expense has been spared to make it a complete nursery and training place for the children of the large population of mechanics, amidst which it is very conveniently placed; the infant-school is a very good one, under a master trained at Glasgow; the boys' school has a well-educated master, of high purpose, and yet its middle classes are backward in spelling and in intelligence; the girls' school, thanks to the ladies, is in excellent tone and discipline, under a gentle and earnest instructress.

138. *Nottingham.*—The boys' school, held in a large but damp and gloomy room, built over the great sewer of the town, is under an unaffected, laborious, and excellent teacher, who accomplishes a great deal in spite of a lamentable destitution of means, so defectively is the institution supported; the girls' school occupies a better room, and has more zealous and attentive friends, with a newly-appointed teacher, whose methods of proceeding promise to make it a *very good one.*

TABLE IX. (A.)—*continued.* Operations and Results in the Aided British

Number in the Order of Inspection.	Date of Inspection.	British Schools, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading. Total No. engaged in Learning to Read at the time of Inspection	Reading. Letters and Monosyllables.	Reading. Reading Simple Narratives.	Reading. Reading with Ease.	Reading. With Fluency and Expression.	Writing. Number of Children on the Books.	Writing. On Paper.
	1845									
139	5 Nov.	*Sutton*, in Ashfield (Boys)	Boys . .	79	48	23	8	..	178	25
140	6 Nov.	*Rotherham* (Boys and Girls in separate rooms)	Boys . .	78	36	27	15	..	150	70
			Girls . .	40	19	12	9	..	120	25
141	10 Nov.	*Louth* (Boys and Girls in separate rooms)	Boys . .	239	105	113	21	..	390	220
			Girls . .	118	58	38	22	..	216	113
142	12 Nov.	*Lincoln* (Boys, Girls, and Infants in separate rooms)	Boys . .	144	48	71	21	4	220	96
			Girls & Inf.	154	88	48	18	..	150	25
143	13 & 14 Nov.	*Grantham* (Boys and Girls in the same room)	Boys . .	65	25	27	13	..	148	50
			Girls . .	22	6	9	7	..		..
144	17 Nov.	*Spalding* (Boys and Girls in separate rooms).	Boys . .	106	42	44	20	..	150	100
145	18 Nov.	*Long Sutton* (Boys and Girls in separate rooms).	Girls . .	49	19	18	12	..	105	20
146	19 Nov.	*Wisbeach* (Boys)	Boys . .	139	53	68	18	..	190	100 About
149	27 Nov.	*Witham* (Boys and Girls in the same room).	Boys and Girls.	51	21	19	11	..	96	40
150	28 Nov.	*Coggeshall* (Boys and Infants in separate rooms, with a Class of Girls above Infancy).	. .	Infant School only in operation.					..	..
151	1 Dec.	*Hadleigh* (Boys, Girls, and Infants, in separate rooms).	Boys' . .	80	32	28	20	..	100	36
153	3 Dec.	*Woodbridge* (Boys and Girls in separate rooms).	Girls . .	41	24	9 About	8	..	75	..
154	4 & 5 Dec.	*Chelmsford* (Boys, Girls, and Infants, in separate rooms).	Boys . .	106	50	36	20	..	130	66
			Girls . .	101	12	70	19	..	109	34
155	8 Dec.	*Beccles* (Boys and Girls in separate rooms).	Boys . .	53	22	15	16	..	90	30
			Girls . .	88	44	20	24	..	112	53
157	10 Dec.	*Bungay* (Boys and Girls in separate rooms).	Boys . .	73	17	46	10	..	110	40
161	16 Dec.	*Costessy* (Boys and Girls in the same room).	Boys and Girls.	40	8	22	10	..	60	30

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139. *Sutton.*—A school in fair organization, under a master of sufficient ability, but whose unpopular manners place him at a disadvantage, and yet he is working.

140. *Rotherham.*—The boys' school, under a master of fair abilities but wanting in decision, is not in good discipline, though improving, and the instruction is therefore imperfect, irregular, and unfinished throughout; the girls school is a good one in every respect, except that, like the boys' schools, it requires more attention and support from a committee, and serious defects in the arrangement of the offices would then be very obvious to its members.

141. *Louth.*—A school, of modern stamp, under good and gentle discipline; the boys' school thoroughly well managed by a young and earnest teacher, who, however, for want of assistance, can give only technical instruction to the middle mass of his large school, and vivify with intelligence only the top class; he is yet, however, labouring to improve his monitorial agency, which may be done in some measure; the girls' school, which is marked by excellent tone and discipline, is likewise a favourable specimen of a large monitorial school, though the teaching, even in the top class, wants vigour; both occupy premises, which, with the vigilant superintendence given to them, are a credit to the town.

142. *Lincoln.*—These schools are under zealous superintendence, and able and faithful teachers, notwithstanding the want of more work in the middle classes of the boys' school, more arithmetic in the girls' school, and more apparatus and training in the infants' school; which latter indeed has come into almost an unforeseen existence, as a necessary appendage to the girls' school; the sound progress, as well as the quickness of the top boys, is very remarkable, and the tone of the whole is very good.

143. *Grantham.*—There are separate rooms, but the interest here is not strong enough to support separate schools, further than that a curtain is drawn across the school-room now in use for both sexes, during the two hours that the girls are at their needlework, under a mistress. The school has considerable merits, especially in its dictation and letter-writing, and the grammar and arithmetic of the elder boys; but in the training of the monitors, and the teaching of the mass of the school, there is required a greater amount of patient labour than the results appear to betoken.

144. *Spalding.*—The boys' school has always been vigorous, but the girls' school as invariably feeble, and it is now merely a good village school under an untrained but respectable teacher; in the boys' school the writing and arithmetic, with the elements of geometry and mechanical drawing, are remarkably good; but the reading is defective in spelling and intelligence, owing, in part, to the want of better monitorial agency, and better method of using it.

145. *Long Sutton.*—The boys' school is closed for the present, owing to the master, deriving part of his emoluments from an endowment, being at law with his trustees and the friends of the school, who are dissatisfied with his management of it, but are not permitted by the Chancellor to deprive him of his emoluments from the endowment; the girls' school is conducted in a very pleasing manner, by a young female teacher, on the national plan, except that "Watts's Historical Catechism" is used instead of the "Church Catechism."

146. *Wisbeach.*—A large school under a good master, occupying the handsomest school premises in which I had yet found any British school located; the tone of the school is excellent, and its progress sound, though not fast; the writing and arithmetic superior, but the methods of teaching spelling and geography wanting improvement.

Schools, with the Infant Schools in some instances attached to them.

Arithmetic.									Organization.						Class Rooms, and Committee Rooms occasionally used as such.
Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Collective Sections.	Individual Instruction	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.	
40	..	4	44	30	30	..	..	..	1	..	..	26	9	..	. .
50	30	4	84	..	..	..	6, copies.	..	1	..	..	16	10	..	. .
32	10	..	42	..	..	..	12, copies.	..	1	..	..	14	7	..	. .
130	30	15	175	80	80	..	12, copies.	..	1	..	..	80	23	..	1; 18 ft. × 16 ft.
90	7	..	97	50	50	..	12, copies.	..	1	..	..	20	14	..	. .
48	21	10	79	45	45	..	12, copies.	..	1	..	..	16	14	..	. .
50	6	..	56	12	12	..	6, copies.	..	1	..	..	10	10	..	. .
30	11	5	46	24	24	..	6, copies.	..	1	..	..	20	10	..	. .
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	. .
70	20	12	102	50	50	..	4, copies.	12	1	..	..	..	12	..	1
35	20	.. About	55	..	..	..	..	..	1	..	..	..	4	..	. .
80	20	25	125	76	76	..	8, copies.	14	1	..	..	17	13	..	1
23	22	12	57	8	6	..	1, copies.	..	1	..	..	..	6	..	. .
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	. .
60	12	4	76	24	24	..	15, copies.	..	1	..	..	..	..	..	. .
34	10	..	44	30	..	..	..	..	1	..	..	8	8	..	. .
60	16	4	80	35	20	..	..	..	1	..	..	22	10	..	. .
50	18	..	68	..	..	..	..	..	1	..	..	18	12	..	. .
60	18	2	80	54	52	18	20, copies.	20	1	..	..	16	8	..	. .
50	30	..	80	20	20	25	copies.	..	1	..	..	24	8	..	. .
20	30	..	50	40	..	..	..	..	1	..	..	..	10	..	. .
10	20	4	34	26	26	..	..	..	1	..	..	..	6	..	1; 10 ft. × 18½ ft.

ABOVE SCHOOLS.

149. *Witham.*—The organization and discipline are very imperfect, and yet there is a considerable amount of instruction given personally by the master to the older children, whose intelligence and rudeness are equally remarkable: the manners of the girls, however, under their sewing-mistress, are the opposite of those of the boys. And attached to the Independent Chapel of this town is a very good infant school, supported by nearly the same connexion as the British school.

150. *Coggeshall.*—A very excellent infant school, under an able mistress and zealous committee, which the parents of the children do not sufficiently appreciate, or it would be yet better filled than it is; they have a great opinion, however, of the "fine writing," taught with great zeal, together with the other simplest arts of scholarship, by a Lancasterian master of the earliest school, in a large old loft of his own; and consequently the boys'-school-room, on the same premises with the infant school, is unoccupied by the school of higher character, which it was designed to accommodate.

151. *Hadleigh.*—A very respectable boys' school, both in numbers and management; an infant-school under a young woman of good capacities for her task, but defective in training; and a girls' school which silk-throwing and indifference keep at a very low ebb, and yet the whole are the object of great liberality and solicitude, on the part of one family, at least, among its patrons.

153. *Woodbridge.*—Schools, both boys' and girls', in good tone and discipline, under respectable though imperfectly trained teachers, relying more on individual instruction than any system of collective or monitorial teaching; while some of the children are well advanced, therefore, the mass are slow.

154. *Chelmsford.*—Vigorous schools on handsome premises, under committees both zealous and liberal, who have spared time and labour no more than money to form them into a valuable and permanent institution; the boys' school, however, is in a state of considerable disorganization, and little, therefore, is doing in it, except among the top boys; the girls' school is in excellent tone and discipline, though under a teacher not of the newest training, and whose teaching is, therefore, too technical; the infants' school is in good and improving condition, under a young female teacher, trained expressly for its management.

155. *Beccles.*—Both are good schools, but the girls' is relatively the best, and positively the largest; the instruction being conducted with an unusual amount of energy as well as intelligence; the master of the boys' school being yet young, has to acquire a more subdued and concentrated style of teaching.

157. *Bungay.*—The boys' school is not in finished discipline, but has an active and hard-working master, who is doing much for the children, though in a manner far from finished. The girls' school is under a respectable but untrained teacher; both are supported with difficulty, by a few friends of the large and poor population which here peculiarly demands the aid of such an institution.

161. *Costessy.*—A school in which more is done for less money than in any other I ever beheld, thanks to the earnest zeal of the master, who teaches the children gratuitously in return for a small subscription, and to the superintendence of the ladies of one family, who provide a sewing-mistress; the intelligence, neatness, tone, and discipline of the whole were exceedingly satisfactory.

TABLE IX. (A.)—*continued.* Operations and Results in the Aided British

Number in the Order of Inspection.	Date of Inspection.	British Schools, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading. Total No. engaged in learning to Read at the time of Inspection	Reading. Letters and Monosyllables.	Reading. Reading Simple Narratives.	Reading. Reading with Ease.	Reading. With Fluency and Expression.	Writing. Number of Children on the Books.	Writing. On Paper.
	1845									
162	17 Dec.	*East Dereham* (Boys, Girls, and Infants, in separate rooms).	Boys	95	23	59	13	..	119	95
			Girls	59	10	44	5	..	95	40
163	18 Dec.	*King's Lynn* (Boys and Girls in separate rooms)	Boys	174	56	93	21	4	235	170
			Girls	49	7	26	16	..	90	36
165	31 Dec.	*Bishop Stortford* (Boys and Girls in separate rooms)	Boys	91	20	60	11	..	130	66
			Girls	100	15	77	8	..	140	50
	1846									
166	1 Jan.	*Dunmow* (Boys and Girls in separate rooms)	Boys	64	39	19	6	..	77	25
			Girls	76	36	31	9	..	80	20
169	7 Jan.	*Clavering* (Boys and Girls in separate rooms).	Boys	23	7	16	..	..	18	16
170	8 Jan.	*Royston* (Boys)	Boys	58	28	24	6	..	106	60
171	9 Jan.	*Bassingbourne* (Boys)	Boys	55	17	26	12	..	92	40
172	12 & 13 Jan.	*Cambridge*, Barnwell (Boys, Girls, and Infants, in separate rooms)	Boys	188	78	94	16	..	300	130
			Girls	86	22	44	20	..	170	50
173	23 Mar.	*Ware* (Boys)	Boys	86	30	49	7	..	95	25
174	24 Mar.	*Baldock* (Boys)	Boys	43	11	18	14	..	70	30
175	25 Mar.	*Hitchin* (Boys, Girls, and Infants in separate rooms).	Boys	214	64	139	11	..	380	180
177	30 Mar.	*Newport Pagnell* (Girls and Infants in separate rooms).	Girls	29	7	8	14	..	42	15
179	1 April	*Berkhampstead* (Boys and Infants in separate rooms).	Boys	67	24	21	22	..	90	75
180	6 April	*New Windsor* (Boys and Girls in separate rooms)	Boys	84	20	33	31	..	144	80
			Girls	39	10	11	14	4	112	50
181	7 April	*High Wycombe* (Boys and Girls in separate rooms).	Boys	130	47	69	14	..	170	45

OBSERVATIONS ON THE

162. *East Dereham.*—Good schools, occupying one of the handsomest groups of British School buildings in the kingdom; the master of the boys, one of the first class as well in energy as ability and training; the mistress of the girls' school very respectable, though wanting in method, and the mistress of the infants' a good trained teacher, wanting only in appliances; the result, under good committees, is well-filled schools, and a profitable and pleasing activity throughout: the girls' school alone somewhat behind the rest.

163. *King's Lynn.*—Schools in full vigour and excellent condition, occupying premises which are an ornament to the neighbourhood: the boys' school under a master of that ability and devotion to his duty which compels a reference to the greatness of the number, whom, unaided, he has to teach, in explanation of a comparative slowness in its middle classes, in which the work is, of necessity, almost wholly monitorial; the girls' school has not an attendance or encouragement at all equal to its merits.

165. *Bishop Stortford.*—Good and well-attended schools, under trained teachers of some experience, and zealous committees; the progress of the top class in the boys' school, and the modest intelligence prevailing throughout the girls' school, being their best features; in the former, however, an improved use of the monitorial agency is required to give a proportionate advancement to the whole body of the school, and somewhat more vigilance is required over the monitorial operations, even in the girls' school.

166. *Dunmow.*—Schools occupying handsome premises, and under zealous committees; but the boys' school can boast no excellence beyond its writing and good discipline, while the girls' school exhibits a large amount of labour on the part of its young teacher, and a pleasing tone and discipline, attributable in no small degree to the personal superintendence of the ladies' committee.

169. *Clavering.*—Repeated efforts have been made in vain, by the friends of this school, to keep a trained teacher in it, for the advantage of the poor and ignorant population of this remote village; and at present it is occupied by a very respectable and deserving young man, brought up in the Saffron Walden British School, who is keeping a boys' school with rising success; and the girls' school is about to be re-opened by a respectable young woman, who is untrained, but has seen some of the best schools in the neighbouring towns.

170. *Royston.*—A school, the tone and discipline of which are very good, and in which the top boys are well educated, but there is a want of comprehensive vigour in the management of the whole school, whether collectively or by monitorial agency, which scarcely requires the liberal exertions of the committee; the singing, partly by note, is excellent, and the drawing and ornamental writing of the top boys are of remarkable finish.

171. *Bassingbourne.*—A school in which the little monitorial drafts are actively at work, and making an equably graduated progress, as creditable to the master's vigilance and labour in circulating through them as is the tone and discipline of the whole school, and though the top class does not exhibit a proportionate finish, owing partly to the irregular attendance of the elder children, it is in effect a good school, and highly creditable to the limited connexion on which it depends for support.

172. *Cambridge.*—The boys' school is a very large one, in good organization and discipline, under a master not of recent training, but of unaffected intelligence and energy, who would profit greatly by a visit to one of the best of the more modern schools; the geography, however, he renders interesting by valuable facts, and teaching to write includes habits of expression; the girls' school is in a condition requiring a little more patient care in its lower classes, but showing much vigorous teaching in its upper classes: and the infant school is in excellent hands, though somewhat deficient in appliances; the whole set form a vigorous and valuable institution.

173. *Ware.*— Lancasterian school of the earliest date and style, in which the same master has taught reading,

Schools, with the Infant Schools in some instances attached to them.

Arithmetic.									Organization.						
Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Collective Sections.	Individual Instruction.	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.	Class Rooms, and Committee Rooms occasionally used as such.
66	13	16	95	40	6	..	22, copies & objects	..	1	..	..	..	..	..	. .
25	25	..	50	10	..	..		..	1	..	..	..	..	..	. .
120	35	25	180	80	60	..	12, copies.	69	1	..	..	..	18	..	. .
45	12	..	57	30	30	..		..	1	..	..	..	6	..	. .
30	8	10	48	24	12	..	..	..	1	..	..	12	10	..	. .
30	35	1	66	30	12	..	..	1	1	..	..	12	10	..	. .
37	..	..	37	12	12	..	..	..	1	..	..	8	7	..	. .
67	..	..	67	14	14	..	..	..	1	..	..	12	7	..	. .
12	3	1	16	..	..	..	..	..	1	..	..	..	4	..	. .
60	20	20	100	20	12	10	12, copies.	..	1	..	..	..	11	..	. .
30	..	10	40	25	10	..	..	..	1	..	..	..	10	..	. .
94	55	20	169	90	90	45	About 100, cop.	..	1	..	..	12	15	..	. .
60	20	2	82	90	18	..		..	1	..	..	16	13	..	. .
50	7	5	62	12	12	..	..	..	1	..	..	12	10	..	. .
24	16	10	50	12	14	..	8, copies .	..	1	..	..	8	6	..	. .
150	55	29	234	40	20	..	..	15	1	..	..	25	17	..	. .
9	10	..	19	18	18	..	..	..	..	..	1	..	4	..	. .
32	14	9	55	30	..	30	..	..	..	1	..	6	4	..	. .
60	20	25	105	50	50	25	12, copies .	..	1	..	..	12	8	..	. .
40	12	..	52	30	30	30	..	..	1	..	..	..	5	..	. .
65	18	6	89	24	12	..	12, copies .	..	1	..	..	..	10	1	2

ABOVE SCHOOLS.

writing, and arithmetic for nearly 30 years, with great reputation for the rapid technical progress which the boys make in these arts, and for the perfect regimental discipline of his school, which has a gentler and more subdued tone, and greater general intelligence, than is usual in schools of the same date.

174. *Baldock.*—A British school of the most recent stamp, under a young master, in excellent tone and discipline, with reading clear, distinct, and intelligent, but the writing and arithmetic scarcely equal to it; indeed the population is limited, the subscribers are few, and the parents are tempted by "plait" and poverty to take away their children very early.

175. *Hitchin.*—An important institution, based on an old endowment, vested in trustees of integrity and education, including the vicar, who sought the Treasury grant merely to build a new boys' school-room, which has been done on a very handsome scale, with warming and ventilation worthy to be imitated; the boys' school is sufficiently supported by the endowment and the children's pence, and has good discipline, and a considerable amount of technical instruction, to which the trustees hope to give a higher character, by the employment of an assistant teacher in addition to their head master, the numbers being so very great; on the same premises are good girls' and infants' schools, under their respective ladies' committees, supported by subscriptions and the children's pence; both are respectable schools, but the infants' relatively the best; straw-plaiting coming, in addition to the sewing, to occupy a large portion of the school time of the girls, whose employment at this industry their parents will not forego, and in "good times" it cripples the school.

177. *Newport Pagnell.*—Small schools for girls and infants, under their respective committees of ladies, and both of them in respectable condition, the former under a teacher wanting only in system; there is likewise a vigorous British school for boys, erected without grant, and conducted by a very energetic master.

179. *Berkhampstead.*—The boys' school is organized in three divisions, alternately taught by the master, and held by monitors; and I have seldom seen more done, more carefully or conscientiously, with means so limited as the master here has at his disposal; the tone, discipline, and manners of the school, are equally creditable, as also the progress in singing by note among the top boys; the companion school, which is for infants, is in feeble condition; the mistress wanting both education and training; it is aided out of charity funds, to an amount challenging greater effort on the part of the committee; this was formerly a girls' school, until extinguished as such by "plait," poverty, and opposition.

180. *New Windsor.*—The boys', though under temporary depression, is a school worthy of the handsome quarters in which it is located, under a master able and devoted to his work, who knows how to move and govern the minds of the children, but wants neatness to follow out the details of the monitorial working, &c., a remediable deficiency; from which there arises an imperfection in spelling, very singular amidst so much general intelligence; the girls' school reflects the same characteristics; the tone of both schools is excellent, and the singing the best that I have yet heard in a British school; it is by note on Hullah's system.

181. *High Wycombe.*—The activity and intelligence, combined with gentleness and steadiness, prevailing through all the lower mass of the boys' school, are more remarkable than the proficiency of the higher classes, and speak more powerfully in praise of the honest ability of the master than this could possibly do, were it ever so great; the girls' school has just changed teachers, and is always enfeebled by the lace-making which prevails in the neighbourhood, but has zealous friends in the ladies' committee, and a respectable teacher, under whom it promises to acquire new strength.

TABLE IX. (A.)—*continued.* Operations and Results in the Aided British

Number in the Order of Inspection.	Date of Inspection.	British Schools, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading.					Writing.	
				Total No. engaged in learning to Read at the time of Inspection.	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.	On Papers.
	1846									
182	8 April	*Chinnor* (Boys)	Boys	35	16	8	11	..	80	20
183	9 April	*Thame* (Boys and Girls in separate rooms).	Boys	97	34	47	16	..	160	84
184	15 April	*Wokingham* (Boys and Girls in separate rooms)	Boys	50	23	14	13	..	80	About 40
			Girls	51	27	20	4	..	100	40
185	16 April	*Newbury* (Boys)	Boys	School dispersed for a holiday; the girls' school,						
186	17 April	*Andover* (Boys and Girls in separate rooms).	Boys	66	28	26	12	..	104	40
187	20 Apr (2nd visit)	*Pimlico*) Buckingham Chapel) (Boys, Girls, and Infants in separate rooms).	Boys	56	21	31	4	..	About 60	About 34
188	22 April	*Corfe Castle* (Boys, Girls, and Infants, in the same room).	Boys and Girls	83	20	38	25	..	150	61
189	23 April	*Blandford Forum* (Boys and Girls in separate rooms)	Boys	78	18	32	25	3	104	52
			Girls	51	17	22	12	..	72	29
190	24 April	*Shaftesbury* (Boys and Girls in the same, and Infants in a separate room).	Boys and Girls.	40	14	20	6	..	76	30
191	27 April	*Downton* (Boys)	Boys	77	29	31	13	4	125	40
192	28 April	*Warminster* (Boys and Girls in separate rooms)	Boys	48	13	24	11	..	75	22
			Girls	46	15	26	5	..	95	33
193	29 April	*Devizes* (Boys and Girls in separate rooms).	Boys	99	44	41	14	..	140	40
194	30 April	*Corsham* (Boys)	Boys	34	16	15	3	..	70	20
195	4 May	*Earith*, near St. Ives (Boys and Infants in separate rooms).		School broken up on account of a great cattle fair made on the premises here, by parties						
196	6 May	*Kettering* (Boys and Girls in separate rooms)	Boys	97	42	48	7	..	170	70
			Girls	57	24	18	15	..	About 100	About 40
197	7 May	*Rothwell* (Boys)	Boys	19	School not inspected, because in a state				About	About
198	8 May	*Market Harborough* (Boys and Girls in separate rooms)	Boys	69	23	42	4	..	90	50
			Girls	54	24	17	13	..	70	About 40

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182. *Chinnor.*—The children are very young, and very irregular in attendance, and the school is very dirty; but reading, writing, and arithmetic are taught to them well, by a master who does not neglect his duties to the boys although he has to eke out a subsistence by chair-making; with a little assistance in the shape of apparatus, he would do more.

183. *Thame.*—The boys' school is a very good one, under an able and improving master, availing himself, with industry and effect, of modern methods, and adressing simultaneous lessons to his elder and younger boys alternately; the tone and discipline of the whole being thoroughly good; the monitorial operations admit of improvement, however; and the girls' is merely a dame-school for sewing, with the elements of reading and writing, in which the children are chiefly of infantile ages, and suggest the question whether an infant school organization would not be more effective, and in the end less expensive to the subscribers, the female children being employed even yet earlier than the boys.

184. *Wokingham.*—The younger boys taught clearly and affectionately, but the higher classes defectively; the girls' school is under a mistress possessed of resources, but wanting order and care in the employment of them; the schools are supported with difficulty by a connexion more desirous than able to supply the pecuniary means for the support of good schools; in the committee, however, is a spirit which will not abandon the endeavour.

186. *Andover.*—A school labouring under the depression of poverty and indifference among a poor and ignorant population, with a master ingenious and earnest in personal teaching, but wanting in a systematic attention to the details which are requisite to give success to it; the girls' school is in higher condition; but both require a complete refit and recommencement.

187. *Pimlico.*—The infant school is discontinued; the girls' school has declined to a mere dame school; and the boys' school, which until recently enjoyed an uninterrupted career of success and usefulness under an able master, is at present in a feeble state, under a young teacher provisionally employed, partly for his own improvement, from the Normal School in the Borough-road.

188. *Corfe Castle.*—A school in excellent condition, under a master and his wife, superintended by a minister deeply interested in the success of their conscientious and intelligent labours; the tone and discipline of the school are equally good, and an additional grace is added by the children's practised skill in chanting, acquired by note under *dilettante* instruction.

189. *Blandford Forum.*—The boys' school is quite full, under a master devoted to his work, and monitors well trained to their duty, so as to produce a satisfactory and consistent progress throughout; the girls' school, though likewise full, has only just been reorganized, and has a large proportion of "little ones," who require treating as infants; as yet, therefore, it is relatively in lower condition; the tone of both schools is excellent.

190. *Shaftesbury.*—These are not, as originally intended, schools for girls and infants, which might have co-

hools, with the Infant Schools in some instances attached to them.

Rules.	Arithmetic. Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Organization. Monitorial Drafts.	Collective Sections.	Individual Instruction	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.	Class Rooms, and Committee Rooms occasionally used as such.
30	20	3	53	20	20	..	15, copies .	..	1	..	..	..	5	..	. .
43	16	13	72	40	40	47	18, copies .	..	1	..	..	10	15	..	. .
40	4	2	46	20	20	..	..	..	1	..	..	..	6	..	. .
40	5	1	46	12	12	..	..	..	1	..	..	..	8	..	. .
premises which have had no grant, is in very respectable condition.										..	..	..	..	..	. .
20	30	6	56	20	20	..	..	..	1	..	..	..	10	..	. .
40	6	..	46	12	12	..	..	..	1	..	..	..	9	..	. .
38	21	6	65	33	33	15	1, objects .	1	1	..	..	..	6	..	1; 15 ft. × 6 ft.
12	8	8	28	26	20	40	..	..	1	..	..	..	8	..	. .
14	12	..	26	12	12	..	..	..	1	..	..	..	7	..	. .
36	4	4	44	20	10	..	..	..	1	..	..	10	5	..	1; 20 ft. × 12 ft.
27	13	4	44	30	15	..	4, copies. .	3	1	..	..	..	8	1	. .
50	..	1	51	12	12	..	..	..	1	..	..	..	9	..	. .
9	12	..	21	9	..	..	..	..	1	..	..	..	8	..	. .
53	24	23	100	48	40	..	..	..	1	..	..	12	10	..	1; 12 ft. × 10 ft.
20	10	6	36	8	20	..	4, copies. .	..	1	..	..	..	6	..	..
cupying every avenue to it, and occupying the attention of all the inhabitants. A liberal outlay has, however, been															
who, with the aid of some funds derived from bequest, are determined to have good teachers and good schools.															
50	15	4	69	30	30	..	20, copies .	..	1	..	..	30	13	..	. .
out															
40	..	..	40	..	..	.	..	..	1	..	..	..	7	..	. .
temporary depression, owing to a division of opinion concerning the conduct of a recent teacher.															
out			Abt.		Abt.										
45	15	..	60	20	20	..	..	..	1	..	..	..	9	..	. .
out	About														
49	12	..	52	..	..	..	..	..	1	..	..	..	6	..	. .

BOVE SCHOOLS.

erated with the boys' school in another part of the town on the same principles, but an infant-school, and one for th boys and girls in the same room, an arrangement for which the premises, though good, are ill adapted; the fant-school is small but cheerful, active but unneat, under an untrained teacher; and the master and mistress the other school are giving much well-grounded instruction, though with a decided lack of good tone and disci- ne; the proper British school interest in this small town being divided, these schools owe their maintenance incipally to the liberality of a single individual, which is insufficient to attain its object.

191. *Doweton.*—Few schools can be doing more for a population more needing education than this school for the here- ore rude village of Dowuton, under a master, serious, earnest, and chiefly self-educated, a native of the neighbour- od, and trained expressly to take charge of this school.

192. *Warminster.*—They are both British schools in organization, but each includes a number of children of infantile es; the boys' school in low condition, and scarcely reorganized, after a recent change of masters: and a girls' school a better state, under a quick and zealous mistress; but both seem to suffer for want of appliances, superinten- nce, and encouragement; the instruction at present given in both being purely technical, and by no means finished.

193. *Devizes.*—Large schools, forming in effect one set with a flourishing infant school, situated at a short distance om them; the boys' school is under a master of mature age, and of the old style, who has a high reputation among e parents of the children for making them "good scholars," and with exact discipline he gives a large amount technical instruction, but his sincere attempts to vivify it by intelligence are far from successful, and unseconded a sufficient supply of materials; the body of the school is far too backward, as compared with the top class, d the girls' school is not yet strong, but has recently been placed under a new and promising teacher.

194. *Corsham.*—A monitorial school under a young and trained master, but with only the infantile and irregular tendance of a village-school, and wanting also zealous superintendence, to see that the discipline and instruction e such as the master has ample abilities to make them, in the lower as well as in the higher classes.

196. *Kettering.*—The boys' school is under a respectable young master, possessing good views of his duties, but want- g in vigour and vigilance in their application, owing perhaps to a distraction of his mind by having to pursue ivate tuition to make up a deficient salary; the children, too, are very young and irregular in attendance, especially the girls' school, in which, however, the tone and discipline are better, while the needlework is excellent; the ount of instruction in both schools is limited, and they are not maintained without difficulty, though they have alous committees.

198. *Market Harborough.*—Schools occupying very handsome rooms, built at a more prosperous period of the wn's history, and both in good discipline, under trained teachers; but the girls' school, comprising a large pro- rtion of little ones, is relatively in much the highest condition, under a teacher equally able, gentle, and rnest; the boys' school is wanting in more equable progress, and vigilant monitorial training and superin- ndence.

TABLE IX. (A.)—*continued.* Operations and Results in the Aided British

Number in the Order of Inspection.	Date of Inspection.	British Schools, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading. Total No. engaged in Learning to Read at the time of Inspection	Reading. Letters and Monosyllables.	Reading. Reading Simple Narratives.	Reading. Reading with Ease.	Reading. With Fluency and Expression.	Writing. Number of Children on the Books.	Writing. On Paper.
	1846									
199	11 & 12 May	*Leicester* (Boys and Girls on separate premises)	Boys	182	68	75	35	4	400	250
			Girls	Girls' school not inspected in close detail; the						
201	14 May	*Coventry*, Vicar Lane (Girls)	Girls	73	22	51	..	..	100	20
202	15 May	*Coventry*, St. Nicholas Lane (Boys)	Boys	82	36	38	8	..	200	90
204	22 May	*Burton-on-Trent* (Boys and Girls in separate rooms)	Boys	86	19	42	25	..	98	45
			Girls	54	33	11	10	..	96	20
206	26 May	*West Bromwich* (Ebenezer) (Boys and Girls in separate rooms)	Boys	91	33	48	10	..	115	60
			Girls	47	7	24	16	..	70	35
207	27 May	*Willenhall* (Little London) (Boys and Girls in separate rooms).	Boys	53	30	23	..	..	93	About 40
208	29 May	*Wolverhampton* (Boys, Girls, and Infants in separate rooms).	Boys	81	34	26	4	17	95	30
211	4 June	*Bilston* (Boys, Girls, and Infants in separate rooms).		Schools suspended through the inability of the						
				in their situation and construction as the fate of						
				connected with them would pay the rest; but						
				now there is not one in the midst of this enor-						
213	5 June	*Darkhouse* (Boys and Girls in the same room, and Infants in another)	Boys and Girls	Children absent for holidays; but this school more powerful agency.						
214	8 June	*Dudley* (Boys and Girls in separate rooms	Boys	170	58	92	20	..	304	170
215	9 June	*Ruiton*, near Dudley (Boys, Girls, and Infants in separate rooms)	Boys	..	..	..	..	..	..	..
			Girls							
216	24 June	*Clifton*, near Bristol (Boys and Girls in separate schools).		Re-opened about two years ago as a Congrega-						
				monitors; but the children were dispersed for						
217	25 June	*Woodburrow* (Winscombe) (Boys and Girls in the same room)	Boys and Girls	45	16	14	15	..	100	40
218	26 June	*Street and Walton*, near Glastonbury (Boys and Girls in one room and Infants in another)	Boys and Girls	2	18	2	..	..	100	
219	30 June	*Briton Ferry*, near Neath, (Boys and Girls in separate rooms)	Boys	Made a general examination of both schools						
			Girls	whose progress in reading and comprehending						
				ledge in it, does credit to their master, un-						
				girls' school are equally good, thanks to the						
224	3& 4July			for the great mass of the surrounding popu-						
		St. Dogwell's (Boys and Girls in the same room)	Boys and Girls.	50	16	20	14	..	75	25

OBSERVATIONS ON THE

199. *Leicester.*—The boys' school under a practised master, of industry, energy, and invention, is a good study of what can be accomplished on the monitorial plan by one teacher in the instruction of 300 children, the actual attendance at the time of inspection being defective, on account of the fair; in no part is the instruction at all finished, for obvious reasons, but the amount of intelligent and active, though chiefly technical, teaching which is made to pervade so vast a mass is very remarkable; each monitor has his appropriate manuscript manual of arithmetic and geography, and his school-made map, to help him in these departments, as the notes in the B. and F. reading-books are designed to help him at the reading drafts, and the discipline of the whole is perfect; this is one of the best schools of the old style that I have seen, and yet the master wants both appliances and assistance; the girls' is a true companion school to the boys'.

201. *Coventry.*—A very respectable girls' school, but not such, either in numbers or activity, as to do sufficient credit to so important a city, the efforts of its few zealous friends not being well seconded.

202. *Coventry.*—A school on admirable premises, and under an able master, but one who is permitted to keep a separate school for tradesmen's children in one of the class-rooms, contemporaneously with the discharge of his duties in the "common school," which receives no monitorial aid from the upper one; and the result is, a British school decapitated of its monitors, and altogether in a very low condition; I did not include the upper school of individual instruction in my inspection.

204. *Burton-on-Trent.*—These schools are in very respectable condition; the boys under a young master, who will have to exert great vigilance throughout his school to keep it in the good condition in which it was recently handed over to him; and the girls, under a young mistress, who appears to be gradually organizing a good school out of the rather discordant materials which she found here on being recently appointed, by a watchful committee.

206. *West Bromwich.*—The girls' school is in very pleasing condition, in regard equally to instruction, tone, and discipline, under a good teacher and one zealous patroness; but the boys' school is just the reverse, without any such elements of progress, and a few top boys engrossing the limited instruction.

207. *Willenhall.*—Schools occupying good premises, and placed under trained teachers, but so destitute of books and appliances, of friends to provide them, and of a people caring to use them, that they are merely feeble little village schools, although surrounded by a very large population.

208. *Wolverhampton.*—Both boys' and girls' schools are British, under young teachers of recent training, and both are in very respectable condition; the mistress of the infant school is also possessed of good abilities for her task, though deficient in training; but neither the girls' nor the infants' school have that management and finish which are commonly given by a ladies' committee; and the boys' school would not have had its present meed of efficiency but

the Infant Schools in some instances attached to them.

tic.							Organization.						Class Rooms, and Committee Rooms occasionally used as such.
ause of Future, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Collective Sections.	Individual Instruction	Number of Monitors.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.	
				Abt.									
45	200	200	200	40	40, copies .	..	1	..	..	..	21	..	1; 15 ft. × 12 ft.
mporarily absent.													
..	50	20	..	..	..	..	1	..	..	..	5	..	. .
6	81	30	30	40	60, copies .	..	1	..	..	16	9	1	1; 11 ft. × 11 ft.
25	98	60	40	..	10, copies .	..	1	..	..	24	10	..	1; 14 ft. × 11 ft.
..	20	..	..	..	..	..	1	..	..	10	6	1	1
6	68	75	75	..	..	..	1	..	..	..	8	..	. .
..	70	70	70	..	..	..	1	..	..	..	5	..	. .
..	40	..	..	30	..	..	..	..	..	..	8	..	. .
12	48	20	5	..	6, copies .	..	..	..	..	9	9	..	1; 21 ft. × 31 ft.

nexion here, to whose chapel they are attached, to carry them on; the premises are as unfortunate liberal resident offered to pay off half the debt upon the schools if the parties more immediately lined, although the only other British school in the town was at the time about to be closed; and

age school, though surrounded by an enormous population, which should create a demand for a far

25	125	40	40	..	12, copies .	12	1	..	..	24	21	..	. .
..	..	..	..	..	..	..	..	..	..	..	..	..	2; each at 12 ft. × 10 ft.

d in both rooms it is organized in large classes, held by the teacher alternately, with a few abler days.

10	30	..	..	..	..	..	1	..	..	..	7	..	. .
..	8	..	..	..	..	..	..	..	..	8	..	..	. .

rly village schools, and a more particular one of the top class of boys, ssing themselves in that language, and in the acquisition of useful know- the infant school at Swansea; the tone and manners of this and the ntendence of one lady, but the situation of the school is not convenient — 2; each at 10 ft. × 10 ft.

13	23	..	..	..	..	..	1	..	..	..	..	..	. .

LS.

r vigour thrown into its affairs by a liberal subscriber to the Congregational Education Fund, ap- nt of his subscription in aid of it. The former chief supporter of this school appears to have interest in it.

These schools form a very respectable pile of buildings, contiguous to the Independent chapel yard; ls' schools being properly village schools, under untrained teachers of respectable character, who l schools in good discipline, and are zealously instructing them in reading, writing, and arithmetic in the girls' school), but with little development of intelligence; the infant school is one of the but cheerful; the order and appearance of everything perfect; and the general effect, therefore, n a district where the state of education is generally so disheartening.

An old Lancasterian school, re-opened with vigour and effect, by a Congregational committee; the ll, but the mass of it is not making proper progress though under a good and unaffected teacher, a ears to arise from his being under the necessity of resorting to private tuition in the evening, without gth, also, to train his monitors' class, as well as instruct it; the boys in the top class are not em- the most important labour, that of the reading drafts, and the whole body of the school is therefore irls' school is not yet strong, but is in rising condition.

ow.—A good village school, in which the mistress teaches the girls needlework and reading, and the instruction of all the boys, and likewise teaches the girls writing and arithmetic; being under lence, and in excellent discipline, it is of great value to so remote a neighbourhood.

Walton.—The school for boys and girls, even at the time of its fullest attendance, is merely a nder a very respectable young female teacher, while the infant-school is an enlarged dame-school, l worthy person, also; both are superintended by a ladies' committee, but present little prospect of r immediately that the teachers should be improved by training, they would be worth a higher an they can here obtain; the school buildings and premises are neat, substantial, and spacious.

ll's.—In this case handsome school-rooms, for boys and girls respectively, with apartments for both sss, have been provided by the proprietor of the surrounding lands, but such is the difficulty of schools among their poor Celtic population, for whose advantage they were designed, that the sepa- was never opened, and the boys' school used for the instruction of both boys and girls under a nt ability, has never flourished, except for a time, before his attention was divided between the farm, which he now holds to eke out a subsistence; renewed efforts are, however, contemplated by iends of the school.

TABLE IX. (A).—*continued.* Operations and Results in the Aided Brit

Number in the Order of Inspection.	Date of Inspection.	British Schools, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading.					Writing
				Total No. engaged in Learning to Read at the time of Inspection	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.
	1846								
225	9 July	*Newport* (Girls; with Boys' School, unaided by grant, on separate premises)	Boys . .	87	35	42	10	..	..
			Girls . .	60	36	10	14	..	115
226	10 July	*Ross and Archenfield* (Boys and Girls in separate rooms)	Boys . .	60	26	26	8	..	120
			Girls . .	33	11	12	10	..	85
227	13 July	*Ebley*, near Stroud, (Boys, Girls, and Infants, sometimes in the same, and sometimes in separate rooms)	Boys . .	96	36	20	40	..	105
			Girls . .	47	13	23	11	..	70
228	15 July	*Stroud* (Boys and Girls in separate rooms)	Boys . .	63	22	31	10	..	111
229	20 July	*Cheltenham* (Girls)	Girls . .	88	31	28	29	..	120
230	21 July	*Gloucester* (Boys and Girls in separate rooms)	Boys . .	100	48	46	6	..	160
			Girls . .	129	68	35	22	4	170
231	23 July	*King's Court* (Radborough) (Boys and Girls in the same room)	Boys and Girls.	66	21	24	21	..	104
232	24 July	*Nailsworth* (Boys and Girls in the same room).	Boys and Girls.	52	4	41	7	..	74
233	29 July	*Taunton* (Boys and Girls in separate rooms)	Boys . .	88	31	32	25	..	130
			Girls . .	87	37	26	24	..	100
234	31 July	*Lyme Regis* (Boys, Girls, and Infants, sometimes in the same, and sometimes in separate rooms)	Boys and Girls.	102	55	23	24	..	120
235	3 Aug.	*Honiton* (Boys)	Boys . .	57	22	26	9	..	80
237	4 Aug.	*Buckfastleigh* (Boys)	Boys . .	37	20	17	..	..	60
238	7 Aug.	*Kingsbridge and Dodbrooke* (Boys and Girls in separate rooms)	Boys . .	77	11	55	11	..	125
			Girls . .	35	9	16	10	..	63
239	11 Aug.	*Stoke*, near Davenport (Boys and Girls in separate rooms).	. .	The school not inspected in detail, bec and they wish them to be settled before in					
241	13 Aug.	*Isleheard* (Boys)	Boys . .	67	15	36	16	..	170
243	18 & 19 August	*Truro* (Boys, Girls, and Infants, in separate rooms)	Boys . .	125	42	55	28	..	220
			Girls . .	65	21	37	7	..	85

OBSERVATIONS ON

225. *Newport.*—The instruction, tone, and discipline of the girls' school are relatively as superior to those o boys' school as are the premises which it occupies, and yet it is not a quick school, for want of better monit working; the master of the boys' school, which is of old establishment, with a large but irregular attendance ability but wants an opportunity of revising his methods by more modern standards, so as to get some current telligence through his little public of scholars; such a town as Newport ought to have a better school, as the mittee are aware, but they want means to convert their old Lancasterian into a modern British school.

226. *Ross and Archenfield.*—This school has declined from the position which it once held; the boys' scho in good order, but not in active and profitable work throughout its drafts; the girls' school, under a very y teacher brought up in it, is in higher working condition, but wants superintendence, under which its teacher, an school itself, would attain to a high character; the numbers in the several classes were very hastily taken.

227. *Ebley.*—The very remarkable work of a minister labouring among a poor people, and who regards induces them to regard, the day-school as the main instrument of their elevation; the result, with the aid of o two good friends, is an institution in which a constant as well as active intelligence, an excellent tone of man and perfect discipline are unitedly displayed on extensive premises exhibiting a modest elegance, designed b author of the school, to have a moral reaction on the children; these are placed under a master and female teacher, who has the infants of both sexes in her room for one-half of the day, and the girls of all ages the r it; the progress is highly satisfactory, and the whole forms an interesting study; indeed several good teachers i neighbouring schools have been entirely educated in this.

228. *Stroud.*—The condition of these schools, under teachers educated at Ebley, and trained at the Bor road, is very good, although the instruction is not high, in great part owing to the defective and irregular atten of the children, at the same time that the methods of procedure in the classes admit of a more wakeful revisi as to produce more mutual correction and greater activity.

229. *Cheltenham.*—This school occupies an excellent room in the centre of the town, and is under a merito female teacher, under whose management its tone and discipline are excellent; but she is untrained, and this s is imperfect in methods, deficient in means, slow in operation, not more than one-third full, and, therefore, present state, not worthy of the important position which it ought to hold in so important a town.

230. *Gloucester.*—The girls' school is quite full, and in vigorous condition, under a teacher of education, energy system, its tone and discipline perfect, and the general progress remarkably sound and good: the boys' school, ever, had just been left by a recent teacher in a very unsatisfactory state, both as to discipline and instruction the newly appointed master had scarcely quelled the anarchy to which he succeeded.

231. *King's Court.*—This is a pleasing village school, organized monitorially, under a master, aided by his w the superintendence of needlework and the "little ones;" the defects are those of method, by which to keep child always at work during the appointed hours.

with the Infant Schools in some instances attached to them.

Arithmetic.								Organization.							Class Rooms, and Committee Rooms occasionally used as such.
pound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Collective Sections.	Individual Instruction	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.		
3	2	17	20	12	12	6, copies. .	..	1	..	..	..	9	..		. .
.	..	..	..	..	..	..	..	1	..	..	..	9	..		. .
10	6	66	..	..	50	..	..	1	..	..	..	8	..		. .
..	..	25	12	12	..	..	..	1	..	..	..	6	..		. .
ioul			Abt.	Abt.	Abt.										
30	18	98	50	50	100	12, copies .	.. }	1	..	..	..	{ 10	..		. .
15	..	50	25	25	..	..	.. }					{ 6	..		. .
10	4	34	34	34	34	6, copies. .	..	1	..	..	24	8	..		. .
..	..	50	..	..	..	..	..	1	..	..	..	6	..		. .
40	10	80	24	8	..	20, copies .	..	1	..	..	..	12	..		. .
70	..	140	80	50	..	..	..	1	..	..	..	15	..		.
20	9	31	30	20	..	..	..	1	..	..	18	7	..		.
10	5	75	16	..	..	..	..	1	..	..	..	7	..		. .
25	12	117	70	20	..	20, copies .	..	1	..	..	..	8	..		. .
10	..	90	40	..	..	..	..	1	..	..	..	7	..		. .
8	10	68	30	30	..	6, copies. .	6	1	..	..	24	9	..		. .
			Abt.												
27	11	74	20	..	..	..	..	1	..	..	..	7	..		. .
4	3	25	25	25	..	..	..	1	..	..	..	5	..		. .
25	12	107	25	25	..	..	..	1	..	..	..	7	..		. .
12	..	45	12	..	..	..	..	1	..	..	..	6	..		. .

d differences among the committee, as to the principles of the religious instruction, have yet to be settled, vited.

25	12	82	170	18	..	12, copies .	4	1	..	..	..	12	..		. .
36	16	128	35	35	..	1, copies. .	4	1	..	..	..	15	..		. .
6	..	46	14	14	..	..	..	1	..	..	..	10	..		. .

SCHOOLS.

ailsworth.—A school in inferior condition, although there is fair progress in the first elements of reading, nd arithmetic; it requires, however, complete reorganization, and improvements in its substantial premises to ie reception of children of both sexes.

anton.—Both schools are British, and under well-qualified teachers, but the girls' school is, as a whole, in the ondition of the two; the lower portion of the boys' school being weak in both instruction and discipline, think, to some diversion of the master's energies, of which he has none to spare from so large a school; ig in the girls' school remarkably good; the boys' top classes, however, have better arithmetic, and a little y and grammar, which the girls have not.

yme Regis.—A good school for children of both sexes, and all ages, under a master and his wife, availing es of a second school-room as a class-room; it is monitorially organized, and faithfully conducted throughout; r himself teaching, collectively, a large top section, unaffectedly, earnestly, and well, with results which ith such an agency.

'oniton.—A boys' school attached to the Independent Chapel, and maintained with difficulty in a town where ing forbids the creation of any companion school for girls; the school is in good tone and discipline, but in energy and appliances, as well as in a fuller attendance and more constant and lengthened stay of its

uckfastleigh.—A village school in the basement of the Wesleyan Chapel, supported with difficulty by a few ils, under a respectable young teacher, trained for it at the Borough-road, but who is not doing enough ower half of his school; the companion school for girls is closed; and yet the population is one peculiarly education, at the same time that manufacturing employments call them early from seeking it.

ingsbridge and Dodbrooke.—Schools for the town of Kingsbridge and its suburb of Dodbrooke, under zealous es and well-selected teachers, having perfect moral command of their respective schools, and making the he defective material presented by the older children to extend their instruction faithfully through the nstruction, which, good and earnest, might be a little more analytical, and will be a great boon to the whole which the schools are an honour.

isheard.—A school in which, under watchful superintendence and zealous management, there is throughout us life, and in which the top boys are the objects of peculiar exertion; but being just assembled from the it was not in a favourable state for inspection, and yet showed good discipline.

'ro.—A boys' school of 180 children, with vigorous life and steady progress throughout, worked on the hods, and in healthful discipline; the defects, those only of the want of more teachers or older monitors; schools is good in discipline and sewing, but backward in instruction; the infant-school is well attended, g under teachers virtually untrained, it presents no example of good management, like the boys' school, to a model for the far west.

TABLE IX. (A.)—*continued.* Operations and Results in the Aided Brit

Number in the Order of Inspection.	Date of Inspection.	British Schools, with Infant Schools in some instances attached to them.	Sex of the Children enumerated in the following Columns.	Reading.					Writing
				Total No. engaged in Learning to Read at the time of Inspection	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.
	1846								
245	20 Aug.	*Camborne* (Boys and Girls in the same room, divided down the centre)	Boys and Girls.	130	74	44	12	..	253
246	21 Aug.	*Constantine* (Boys and Girls in separate rooms)	Boys . .	50	17	23	10	..	90
			Girls . .	50	About 20	About 20	10	..	80
247	26 & 27 August	*Launceston* (Boys)	Boys . .	61	19	28	14	..	About 100
251	2 Sept.	*Bideford* (Boys and Girls in separate rooms)	Boys . .	67	27	29	11	..	90
			Girls . .	59	29	19	9	2	About 90
		171 Schools	Total Boys	[118] 11,644	[115] 4,491	[115] 4,763	[115] 1,855	[115] 80	[116] 17,862
			Total Girls	[75] 4,944	[74] 2,219	[74] 1,852	[74] 771	[74] 19	[77] 8,083
			Total Boys and Girls.	[23] 1,821	[22] 743	[22] 623	[22] 260	[22] ..	[24] 3,094
			Grand Total	[216] 18,409	[211] 7,453	[211] 7,238	[211] 2,886	[211] 99	[217] 29,039
			Averages: Boys . .	98·7	39·0	41·4	16·1	·6	153·9
			Girls . .	65·9	29·9	25·0	10·4	·2	104·9
			Boys and Girls.	79·1	33·8	28·2	11·9	..	128·9
			General Average.	85·2	35·3	34·3	13·7	·5	133·8

OBSERVATIONS ON T

245. *Camborne.*—111 supported, and under young untrained teachers, without the skill or the appliances eith govern or instruct so large a body of children.

246. *Constantine.*—A respectable master who, however, has not the mass of his school in very active gress or high condition, while the girls' school is much inferior; both want more pervading exertions to extend instruction beyond the few top children, but both are in pleasing order.

247. *Launceston.*—Organization and superintendence carried out with elaborate precision; school in the hig discipline, and in a very healthful activity; master business-like and energetic; and the school does not higher results, merely because the attendance is defective and the children are very young; those in the top averaging only 9¼ years of age; a good school.

with the Infant Schools in some instances attached to them.

	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Organization. Monitorial Drafts.	Collective Sections.	Individual Instruction	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.	Class Rooms, and Committee Rooms occasionally used as such.
7	1	37	27	24	..	..	..	1	..	..	..	19	..	. .
0	12	62	12	12	..	..	..	1	..	..	..	7	..	. .
	..	40	12	12	..	..	..	1	..	..	..	..	..	. .
2	2	39	12	6	..	12, copies .	..	1	..	..	..	11	..	. .
2	6	43	18	12	..	..	..	1	..	..	8	8	..	. .
	..	20	..	..	..	..	..	1	..	..	8	8	..	. .
5]	[116]	[116]	[116]	[116]	[116]	[116]	[116]							
0	1,277	9,325	4,058	2,931	1,281	1,185	108	203	4	6	..	..	8	
]	[73]	[73]	[74]	[74]	[74]	[74]	[74]							
5	14	3,372	1,418	832	217	..	..	..	..	..	..	..	..	. .
]	[23]	[23]	[23]	[23]	[23]	[23]	[23]							
5	129	986	385	350	70	39	7	..	..	..	..	..	..	. .
2]	[212]	[212]	[213]	[213]	[213]	[213]	[213]	..	..	..	[119]	[204]		
9	1,420	13,683	5,861	4,113	1,568	1,224	115	..	..	..	1,964	1,896	..	. .
7	11·0	80·4	34·9	25·3	11·0	10·2	·9	..	..	..	..	..	..	. .
5	·2	46·2	19·1	11·2	2·9	..	..	..	..	..	..	..	..	. .
5	5·6	42·8	16·7	15·2	3·0	1·7	·3	..	..	..	..	..	..	. .
6	6·7	64·5	27·5	19·3	7·3	5·7	·5	..	..	..	16·5	9·3	..	. .

CHOOLS.

eford.—The discipline of these schools is good throughout, but the instruction is not equal to it, for want of stem of mutual correction and superintendence among the children in their reading and other lessons: the l superior to the boys', in both reading and writing, as a whole, owing to the instruction in the boys' school much restricted to the monitors' class. Bideford ought to have schools more vigorously worked, considering r annum is given towards this and towards the National School by the Long Bridge Trust. The school ought the energies of its master instead of only a part of them.

TABLE IX. (B.)—OPERATIONS and RESULTS in the Aided TOWN SCHOOLS,

Number in the Order of Inspection.	Date of Inspection.	British Schools, in some instances with Infant Schools attached to them.	Sex of the Children enumerated in the following Columns.	Reading.					Writi
				Total No. engaged in Learning to Read at the time of Inspection	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.
7	1844 29 July	*Spital*, near Berwick (Boys and Girls in the same room)	Boys and Girls.	111	33	58	20	..	165 About
59	25 Nov.	*Lower Moseley-street*, Manchester (Boys, Girls, and Infants in separate rooms)	Boys . . .	125	37	62	26	..	150
			Girls . . .	61	13	37	10	1	100 About
67	13 Dec.	*Sheffield Roman Catholic Day School* (Boys and Girls in separate rooms)	Boys . . .	61	48	9	4	..	60
			Girls . . .	43	24	7	12	..	50
		3 Schools	Total Boys	186	85	71	30	..	210
			Total Girls	104	37	44	22	1	150
			Total Boys and Girls	111	33	58	20	..	165
			Grand Total	401	155	173	72	1	525
			Averages:— Boys . .	93	43	35	15	..	105
			Girls . .	52	18	22	11	1	75
			Boys & Girls.	111	33	58	20	..	165
			General Average.	80	31	35	14	..	105

OBSERVATIONS ON THE

7. *Spital*.—This is a valuable school, organized on a mixed plan, between the British and the Glasgow system with the children of both sexes in the same classes, under a judicious master; their attendance is very irregula but the school is sound throughout; a separate yard is provided for the girls, but it is unprovided with offices, a therefore not used.

59. *Lower Moseley-street*.—In this school I found incomparably more of intellectual life and vigour, combine with good discipline, than I had yet seen in the manufacturing districts; the boys' school forms five large classe all in vigorous operation, whether under master, assistant, or superior monitor; in fact this resembles more Scotch sessional than a British school; the arithmetic wrought as faithfully as the reading, and geography a history well introduced; the girls' school not full, owing to the children being employed at home, but it is a goo one, with classes arranged in small squares, on forms; the instruction is of course lower than in the boys' schoo the infant school is full, but wants the undistracted attention of the master to make it what it ought to be, a

with the INFANT SCHOOLS in some instances attached to them.

Arithmetic.								Organization.							
...pound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Collective Sections.	Individual Instruction	Number of Monitors for Reading.	Number of Reading Drafts at time of Inspection.	Galleries for Children above the Age of Infancy.	Class Rooms, and Committee Rooms occasionally used as such.
22	..	54	..	..	20	..	..	1	..	..	11	11	..	. .
30	50	111	50	50	..	..	..	..	1	..	12	5	..	1; 15 ft. × 23 ft.
8	1	9	14	..	..	..	..	1	..	..	12	11		
2	1	11	..	11	..	..	..	..	..	1	6	6	..	. .
..	..	11	..	..	..	..	..	..	..	1	..	5	..	. .
32	51	122	50	61	..	..	..	2	1	2	..	..	..	1
8	1	20	14	..	..	..	..	..	..	..	..	..	..	. .
22	..	54	..	..	20	..	..	..	..	..	..	..	..	. .
62	52	196	64	61	20	..	..	..	..	..	[4] 41	[5] 38	..	. .
16	25	61	25	30	..	..	..	..	..	..	..	..	..	. .
4	1	10	7	..	..	..	..	..	..	..	..	..	..	. .
22	..	54	..	..	20	..	..	..	..	..	..	..	..	. .
12	10	39	13	12	4	..	..	..	..	..	10·2	7·6	..	. .

E SCHOOLS.

could make it: his infant monitors, the only class in all the school reading the Scriptures, but all the n the higher schools have the Scripture lessons of the Irish Commissioners, and moral instruction is ery Friday afternoon.

heffield Roman Catholic Day School.—These are properly village schools, of limited individual instruction, idst of a town population, under a worthy village master, and a very respectable dame, and occupying fourth of the space in the large rooms which they respectively occupy; these rooms are insufficiently since the failure of the hot-water apparatus, provided in erecting the school-house, which is a handsome d edifice; it is contemplated to put it into the hands of the "Brothers of the Christian Schools;" reading ble, writing improving; little arithmetic, and nothing else except needlework in the girls' school, and ay Catechism for all, except the few Protestant children.

TABLE IX. (C.)—OPERATIONS and RESULTS in the AIDED INFANT SCHOOLS, wholly unconnected with BRITISH SCHOOLS.

No. in the Order of Inspection.	Date of Inspection.	Infant Schools, wholly unconnected with British Schools.	OBSERVATIONS.
	1844.		
11	1 August . .	*Alnwick*	Met the committee; inspected the premises, which are very good; and obtained some idea of the school's progress; but it was dispersed for the holidays.
20	19 August . .	*Sunderland* (Spring Garden-lane)	A school attached to an Independent chapel, now transferred to the Established Church; it has just been put into good repair, and is about to be re-opened; its situation is central, but the premises are confined.
21	21 August . .	*Darlington* (Bridge-street) . .	A school upon which much time and thought have been expended by its zealous patroness; it has a well-educated mistress with two assistants, a second room for the little ones, and a perfect luxury of apparatus; it retains the children until 8 or 9 years of age, and the elder are very well advanced in reading, writing, and accounts; the system, the classification, and the discipline are all good, and the results very gratifying.
22	22 August . .	*Barnard Castle*	A school in admirable premises, beautifully situated, with a well-qualified Scottish mistress, trained in Mr. Stow's school at Glasgow, but only half occupied by very young children, owing partly to the parents' objection to the rhythm of the teacher.
25	27 August . .	*Stockton-upon-Tees*	Well and efficiently conducted by a male teacher and his wife, zealously superintended by a committee of ladies, and a credit to the town; children attached to the school; 20 writing on paper, from 7 to 10 years of age, and about 30 girls learning to sew; want reading-books and a smaller gallery for the little ones.
29	2 September .	*New Malton*	The premises are ample and admirable; the master is aided by his wife, a very sensible matron, who manages the "little ones," who have their own class-room; the master has the familiar confidence of the children, and keeps them lively and employed with much ingenuity; and yet he is wanting in definite purpose and modern appliances, and has proportionately a tendency to show off the children in hard words and long rows of figures without ideas attached to them.
30	4 September .	*Bridlington Quay*	Excellent premises, but the school defective in appliances, even without a gallery, and the methods and arrangements employed neither the most recent nor the best adapted for training the infant mind and affections.
35	11 September .	*Northowram*, near Halifax . .	Not so full as it ought to be, under a female teacher, who, though not a first-rate gallery teacher, has the children's affections, superior education and abilities, and a cheerful and healthy tone pervading all her little drafts, as well as her collective exercises.
	1845.		
71	3 April . .	*Latimer School*, Bridge-street, Mile End.	This school retains its female children until 10 or 11 years of age, and for the convenience of the girls' school thus formed has its fine large room divided into two portions by a wainscot; the female teacher has an assistant; but being unaware of the difficulties and responsibilities of her task, is much too well satisfied with the little plans, chiefly of individual and verbal teaching, with which alone she has any experimental acquaintance; this school has zealous friends, but limited means.
80	23 April . .	*New-street*, Deptford . . .	Full of children, but in a condition as unsatisfactory as possible; without working committee, without appliances, without discipline worthy of the name, without notions of any but verbal instruction, and that chiefly in little drafts scarcely organised, and on a few worn-out cards and Sunday school pamphlets.
82	29 April . .	*Hertford-place*, Haggerston-road	This is rather an enlarged and improved dame-school than an infant-school in the modern sense; for though under a very worthy female teacher, the whole of the apparatus consists of a counting-frame, a few domestic pictures, and some parable-cards, and the instruction is too purely one of words and abstractions rather than of healthful exercise to the faculties of infancy.

			a trained mistress, in which the children are happy, cleanly, well conducted, and acquiring the first elements of reading, writing, and Scripture truth; the eldest girls also learning to sew.
97	9 June . .	*Ann's Place*, Hackney-road .	A good school, under a young trained teacher and a zealous committee of ladies, occupying excellent premises, and requiring only a better outfit and a class-room to carry out with still greater effect the benevolent designs of its friends.
105	18 July . .	*Finchley*	A good school in a neighbourhood which has none other, under a trained female teacher, and excellent superintendence; the discipline is good and cheerful, and the teacher's collective lessons are clear and careful though not vivacious; the premises are excellent, and the institution must have been of great service to this otherwise neglected neighbourhood.
147	20 November .	*Wisbech*	A well paid female teacher and an assistant, but not a flourishing school, being somewhat remote from the poorer parts of the town, and the teacher not of the most recent training or the most affectionate manners, but altogether too mechanical.
158	11 December .	*Beach*, Caister, near Great Yarmouth.	A pretty little hamlet school on the sands of the ocean, fostered by the family of the lord of the manor and the incumbent, but wanting means and skill to give it positive strength as well as order and gentleness; it is a dame school enlarged, divided into two classes for individual instruction, and having its collective instruction on the plan of the best infant-schools; arrangements well adapted to the circumstances. Teacher's salary more by 9*l.* per annum of childrens' pence than stated in Table III. (G.) 1845.
159	12 December .	*Union-place*, Heigham, Norwich	The master, of old standing, some invention and a little musical skill, rendered this school at the outset one of the best of its date, befriended, as it always has been, by a liberal committee, and devoted as he has always been to his duties; but it is now relatively in a backward state, and wants subdivision, especially situated as it is amidst a weaving population, who intend to give their children no further education, and therefore leave them in this school till about nine years of age.
160	15 December .	*St. Miles* (Michael's) Norwich .	A school in a very crowded part of the city, full of children of the same class, and under a female teacher aided by her sister, as the master in Union-place school is by his wife; in essentials her school much resembles his, but is not so good, because it does not appear to have the like degree of moral and pecuniary support from without. The school is as good as can be hoped in the absence of better means.
164	19 December .	*Thetford*	The mistress has abilities, and training equal to her small emoluments and her limited numbers; but the capacities of this infant school for the service of the town want testing by the co-operation of the ladies, ampler means, and more vigorous teaching, for the premises are excellent, though a little too remote from the centre of the town.
176	1846. 27 March . .	*Leighton Buzzard*	Under an able female teacher, aided by a promising assistant to manage the "little ones;" the cheerfulness, order, and modest confidence prevailing among the children testify the goodness of her discipline, under the superintendence of a zealous ladies' committee; the instruction, so far as it goes, is good, and many of the children will get none other, but be taken at once to straw-plaiting.
178	31 March . .	*Hemel Hempstead*	A young female teacher just appointed to re-organize the school, and conduct it on the plan of the Home and Colonial Society; and commencing as she does with cheerful patience and fair judgment, the school promises once more to succeed, in spite of "plait" and poverty.
200	13 May. . .	*Leicester* (Archdeacon-lane) .	A small school in a large school-room, and under a young female teacher, trained however in a local school of old date and plan; therefore, a "by-rote" school, and not in high favour with the parents; the zeal of the secretary and the attendance of the ladies promise a recommencement in a new course of usefulness.
218	29 June . .	*Mumbles*, near Swansea . .	The subject of a very liberal expenditure for so remote a village, and occupying excellent premises, but at present under an untrained teacher, who has few capacities for her task, and what she has undirected by any rational plan.
223	3 July. . .	*Haverfordwest*	The discipline, and instruction, and moral tone of this school are all very respectable, thanks to a liberal exertion on the part of the gentlemen of the town, and a zealous committee of ladies, who have here long kept at work a fair specimen of infant schooling, which is the more praiseworthy and valuable because of the general backwardness of day-schooling in Wales; endeavours to improve this important position would gladly be made if means were procurable.

TABLE IX. (D.)—OPERATIONS and

Number in the Order of Inspection.	Date of Inspection.	Village Schools for Children of both Sexes and all Ages.	Sex of the Children included in the following Columns.	Reading.					Writing.	
				Total Number engaged in learning to Read at the time of Inspection	Letters and Monosyllables.	Reading simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.	On Paper.
8	1844 30 July	*East Ord*, near Berwick-upon-Tweed.	Boys & Girls	40	22	15	3	..	80	16
9	31 July	*Lowick*, near Berwick-upon-Tweed.	Boys & Girls	42	27	14	1	..	55	15
10	1 Aug.	*Warrenford*, near Belford . . .	Boys & Girls	20	9	11	..	..	44	8
12	9 Aug.	*Howdon Pans*, near Newcastle-upon-Tyne.	Boys & Girls	78	23	40	15	..	114	65
15	12 Aug.	*Seaton Bourn*, near Newcastle-upon-Tyne.	Boys & Girls	33	10	15	8	..	60	23
16	14 Aug.	*Holywell*, near Earsden	Boys & Girls	33	16	17	..	..	60	12
23	23 Aug.	*Lynesack and Softley* (south side) near Barnard Castle.	Boys & Girls	15	10	4	1	..	28	5
33	9 Sept.	*Warmfield*, near Wakefield . .	Boys & Girls	Children dispersed for the harvest; but a school						
34	10 Sept.	*Overton*, near Wakefield . . .	Boys & Girls	53	4	32	17	..	60	about26
43	26 Sept.	*Great Timble*, near Otley . . .	Boys & Girls	Children dispersed for the harvest; a very						
47	25 Oct.	*Holme Lane*, near Bradford . .	Boys & Girls	77	38	29	10	..	88	16
58	22 Nov.	*Chinley*, near Chapel-en-le-Frith.	Boys & Girls	Children dispersed for a holiday, to celebrate the						
66	6 Dec. 1845	*Southport*	Boys . . .	35	11	20	4	..	60	26
			Girls . . .	26	16	10	..	..	40	9
120	22 Aug.	*Totton*, near Southampton . .	Boys . . .	33	11	10	12	..	40	20
			Girls . . .	24	10	6	8	..	30	15
126	6 Oct.	*Talybont*, near Aberystwith . .	Boys & Girls	43	29	6	8	..	130	44
128	9 Oct.	*Henegleys*, near Llangefni . .	Boys & Girls	20	16	4	..	..	50	4
131	14 Oct.	*Glyndyfrdwy*, near Llangollen	Boys & Girls	28	16	12	..	..	40	12
152	2 Dec.	*Wickham Market*, near Woodbridge.	Boys & Girls	Not in operation, though about to be re-opened.						

OBSERVATIONS ON

8. *East Ord.*—A fair type of the class of village schools in which the fees are comparatively high and graduated, because the master has no help but from the payments of the scholars, and they are few; he therefore hears himself all the lessons of the two little top classes, half those of a third, a fourth of those of two others, and none of those of the classes merely learning to read, the individual instruction of the children in which is deputed to boys from his upper classes, a procedure which, of course, is not liked by the parents either of the older or the younger children, who say that it is the master's own business to teach, and an impropriety in him to employ the children to do his work; the master young, energetic, and opinionated; in the North such schools undertake to give to a top boy or two the rudiments of Latin and Mathematics.

9. *Lowick.*—Pushed through their reading lessons too fast without learning, in superficial rivalry with other schools, though the master himself sufficiently educated; the usual faults of the village schools.

10. *Warrenford.*—A school humble in proportion to the poverty of the neighbourhood, and of the usual want of organization.

12. *Howdon Pans.*—A village school, but amidst a more numerous population, and under a much abler master than any of the preceding, and consequently full of children, but chiefly of a class above the mere labourers; a class to which, indeed, the upper sections of every village school almost exclusively belong. Organization and teaching somewhat on the sessional plan, and master using chiefly Scottish books, having been an Edinburgh High School boy. Progress good throughout, but tone and discipline not proportionately advanced.

15. *Seaton Bourn.*—Master's wife teaches sewing to the girls, apparently an unusual addition to a village school for both sexes in the North, and he is likewise aided by his boy in teaching reading, writing, and arithmetic, by individual instruction upon the diverse books; a worthy man, rather disheartened by loss of former patrons; what organization the school has is good.

16 *Holywell.*—The lower half of the school unclassed, the upper in four classes, all under the individual instruction of the master in reading, with some little writing and arithmetic, but nearly all backward, the cottier population being themselves very careless about the education of their children.

23. *Lynesack and Softley.*—A remote school, in a condition very remote from prosperity, though occupying good premises; the fees are very high, the children very few, the master very discontented, the neighbourhood very poor, and very little of good is doing or likely to be done in this institution under present circumstances.

RESULTS in the AIDED VILLAGE SCHOOLS.

Arithmetic.				Geography.	Grammar.	Vocal Music, by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Organization.				
Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Total.						Monitorial Drafts.	Individual Instruction.	Collective Sections.	Number of Monitors.	Number of Reading Drafts at time of Inspection.
8	1	..	9	..	..	In most, a very little by ear.	..	..	..	1	..	..	8
6	4	1	11	4	5		..	..	..	1	..	..	8
18	2	..	20	5	..		..	..	..	1	..	..	5
20	12	14	46	18	18		..	..	..	..	1	..	5
9	3	5	17	..	..		..	..	..	1	..	..	3
6	..	1	7	..	..		..	..	..	1	..	..	5
6	..	2	8	..	..		.	1	..	1	..	..	1
having more friends and better means than usual.													
..	1	4	5	..	5		..	..	..	1	..	..	..
humble school.													
1	2	3	6	..	6		..	..	..	1	..	..	5
Inspector's visit!													
1	1	2	4	..	..		..	..	..	..	..	..	7
2	..	..	2	..	..	..	..	..	..	1	..	..	10
10	10	8	28	10	6	..	12 copies.	..	..	1	..	..	9
6	5	1	12	5	4	..							
5	14	11	30	24	36 English, 15 Latin	..	..	..	..	1	..	..	7
1	..	..	1	..	..	..	..	..	..	1	..	..	..
12	..	..	12	..	..	..	..	..	..	1	..	..	2
..	..	..	..	..	..	..	..	..	..	1	..	..	..

THE ABOVE SCHOOLS.

34. *Overton.*—A school above the average of village schools, both in the qualifications of the master and his supply of books and materials, thanks to the liberality of the acting trustees.

47. *Holme Lane.*—A school possessed of vigorous life under humble but shrewd trustees and a master, aided by his wife, who has gained some insight into Scottish methods and arrangements, and here applies them with very good effect, his wife teaching sewing to the girls.

66. *Southport.*—A very respectable village school, in which the children learn to read the Scriptures intelligently, and write a decent hand; but a graduated scale of fees prevents all except a very few from learning accounts; a sewing mistress is provided by a committee of ladies, who superintend her instruction of the girls in a separate room.

120. *Totton.*—One of the better class of village schools, under a master who has been at work here for nearly 20 years, aided by his wife; and in that period has been enabled, though defective in education himself, to do much in the village, though the numbers in his school are now reduced by the recent erection of a National school in the immediate vicinity.

126. *Talybont.*—A village "classical and commercial school" for those who can pay, under a very respectable young master, and for a number of labourers' children to be taught by the elder boys for 1*d.* per week each; a school boldly avowing itself to be what the whole of the village schools aim at being, and the instruction of its upper classes much better than usual; but under the disadvantages of language, that of the children of the poorer classes much worse.

128. *Heneglwys.*—A tiny school under a poor master, aided by his wife, who is teaching the children the first rudiments of English, of which they understand scarcely anything, although some of them can read their Bibles in Welsh with ease: the place is too poor to do more.

131. *Glyndyfrdwy.*—A very respectable village school, the subject of intelligent care and liberal expenditure on the part of its committee, led by a neighbouring minister, which is very unusual in such remote places. English reading, writing, and arithmetic, the sum of the instruction, which is conducted very respectably, though by an untrained teacher, after the services of two others, whom they expressly trained, had been lost to the committee.

TABLE IX. (D.)—*continued.* Operations and

Number in the Order of Inspection.	Date of Inspection.	Village Schools for Children of both Sexes and all Ages.	Sex of the Children included in the following Columns.	Reading.					Writing.	
				Total Number engaged in learning to Read at the time of Inspection.	Letters and Monosyllables.	Reading simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.	On Paper.
	1845									
156	9 Dec.	*Wrentham*, near Beccles . . .	Chiefly Girls	School shut up for the present, on account of						
	1846									
167	5 Jan.	*Little Hadham*, near Bishop-Stortford.	Boys & Girls	57	30	21	6	..	100	45
168	6 Jan.	*Stanstead*, near Bishop Stortford	Boys & Girls	41	23	18	..	..	53	10
203	21 May	*Erdington*	Boys . . .	39	24	10	5	..	34	10
			Girls . . .	40	22	12	6	..	63	12
205	25 May	*Southam*	Boys & Girls	No day-school now kept on these premises						
209	3 June	*Cheslynhay and Great Wyrley* .	Boys & Girls	22	15	5	2	..	60	20
220	1 & 2 July.	*Narberth*	Boys & Girls	16	..	2	14	..	48	30
221	2 July	*Templeton*	Boys & Girls	17	..	7	10	..	55	30
240	12 & 26 Aug.	*St. Mary Tavy*	Boys . . .	15	3	8	4	..	40	21
			Girls . . .	Merely a bettermost dame school, chiefly for						
249	28 Aug.	*Hollacombe*	Boys & Girls	3	3	..	..	..	22	4
250	29 Aug.	*Chumleigh*	Boys & Girls	20	4	16	..	..	40	12
		29 Schools	. .	870	392	344	134	..	1,494	510
		Averaged by 23	. .	37·8	17·0	15·0	5·8	..	64·9	22·2

OBSERVATIONS ON

167. *Little Hadham.*—An enlarged and improved dame school, under a female teacher of mature age, which some active members of the contiguous Independent chapel have long had in operation, and members of whose families, as well as the minister, have occasionally assisted in working; children young, clothing poor, and distances great. The rudiments of reading, writing, and arithmetic, therefore, alone can be conveyed, with sewing, for the girls.

168. *Stanstead.*—Under a liberal committee of ladies and a female teacher, wanting in energy and method rather than in ability. Writing very respectable, spelling incorrect, and arithmetic limited to simple addition; sewing good.

203. *Erdington.*—A village school, under a zealous but untrained and uneducated teacher, aided by his daughter to superintend the sewing and the infants, with no books or apparatus besides those of the Sunday-school, held in the same rooms; reading, writing, and arithmetic, therefore, are not good, though the manners and the needlework of the school are, under the constant superintendence of ladies.

205. *Southam.*—These are rather Sunday-school than day-school rooms, a girls' school formerly held here having lost its zealous patroness.

209. *Cheslynhay and Great Wyrley.*—Now on the principles of the National Schools, and superintended by the vicar of Cannock, under a willing but not first-rate master, and in the midst of a most rude population; the attendance therefore irregular, and the progress slow, but every day it is visited by ladies who come a great distance, through a rough country, to teach the girls their sewing.

220. *Narberth.*—The Narberth and Templeton schools both owe their origin to the same earnest and bene-

Results in the Aided Village Schools.

Arithmetic.									Organization.				
Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music, by Note.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Individual Instruction.	Collective Sections.	Number of Monitors.	Number of Reading Drafts at time of Inspection.
small-pox prevailing in the village.				..	..	..	..	..	..	1	..	..	..
20	3	..	23	..	..	..	..	..	..	1	..	..	8
16	..	..	16	6	6	..	..	..	..	1	..	..	6
12	..	..	12	..	..	..	..	..	..	1	..	..	12
..	..	..	..										
besides a very small private one for boys, under the minister of the contiguous chapel.													
13	6	1	20	20	20	..	..	..	..	1	..	..	4
4	12	15	31	..	7	..	..	..	..	1	..	..	4
1	4	9	14	..	..	..	..	..	..	1	..	..	4
7	10	1	18	..	..	20	..	..	..	..	1	..	4
infant children, through which I did not go in detail.													
..	..	..	..	..	..	..	..	..	..	1	..	..	..
10	6	1	17	2	2	..	..	..	..	1	..	..	..
194	96	79	369	94	130	20	12	1	..	26	2	..	20. 117
8 4	4·2	3·4	16·0	4·1	5·7	·9	·5	·04	..	..	..	..	5·8

THE ABOVE SCHOOLS.

volent individual, a retired tradesman of Narberth; the buildings are small and occupy very narrow sites, but are very substantial; the Narberth school is a very respectable one of its class, *i. e.* of individual instruction as in village schools generally; that at Templeton is under a younger man of less education and discrimination.

240. *St. Mary Tavy.*—The schools at St. Mary Tavy, built for boys and girls respectively, have been the object of a very liberal expenditure by the Wheal Friendship Mining Company, under the advice of their chief agent, not only in the erection of the school-houses, but in the continued payment of a handsome allowance to a schoolmaster; as British schools, in organization as well as in principle, they did not succeed; and a master trained at Battersea has since been tried, in a school room completely refitted for his use, but not bringing on his younger boys so as to satisfy the parents and feed his top classes, he also has failed, though possessed of good abilities and fair cultivation; and the only part of the school heartily favoured by the population around is the dame-school for girls and infants, kept by the widow of a labouring miner in the girls' room, a neat little school of its kind.

249. *Hollacombe.*—A dame school, held among mingled pews, benches, and desks, in a little way-side chapel and Sunday-school room, in the most remote hamlet of Devonshire, and kept by a poor widow and her daughter living in a contiguous cottage, and complaining, too justly, of the poor subsistence which it supplies to her, being only some 3*s.* per week.

250. *Chumleigh.*—A superior little school, occupying very neat premises, owing its origin, like the preceding to the energies of the minister of the contiguous Independent chapel, and conducted by a persevering master, of education much beyond the average.

TABLE IX. (E.)—OPERATIONS and RESULTS in SCHOOLS Inspected by Invitation of their British, INFANT, or

Number in the Order of Inspection.	Date of Inspection.	Schools visited at the Invitation of their Promoters.	Sex of the Children enumerated in the succeeding Columns.	Reading.					Writing.	
				Total engaged in Learning to Read.	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.	On Paper.
	1844.	BRITISH SCHOOLS.								
14	13 Aug.	*Morpeth* (Boys)	Boys .	58	29	18	11	..	70 About	40
19	19 Aug.	*Nicholson-st.*, Sunderland (Boys and Girls in separate rooms) .	Boys .	141	80	47	14	..	150	50
			Girls .	101	..	..	..	..	..	..
24	26 Aug.	*Great Ayton* (Boys and Girls in separate rooms)	Boys .	44	15	19	10	..	60	27
			Girls .	28	3	15	10	..	40	12
63A	5 Dec.	*Liverpool*, Circus-st. (Boys, Girls, and Infants, in separate rooms).	..	..	..	..	..	..	..	..
66A	14 Nov.	*Egerton and Eagley Mill* (Boys and Girls in the same room).	..	..	..	..	..	..	..	..
	1845.									
66B	20 Mar.	*Tottenham* (Boys and Girls on separate premises).	..	..	..	..	..	..	..	..
146A	20 Nov.	*Wisbech* (Girls)	Girls .	..	..	..	..	..	..	..
159A	13 Dec.	*Ketteringham* (Boys and Girls in the same room).	..	..	..	..	..	..	..	..
	1846.									
180A	2 Apr.	*Mill End*, Rickmansworth (Boys)	Boys .	37	12	16	9	..	60	40
181A	2 Apr.	*Denham*, near Uxbridge (Boys) .	Boys .	43	12	26	4	1	80	
225A	9 July	*Newport* (Boys). See Table IX. (A).								
252A	7 to 10 Sept.	*Tiverton* (Boys, Girls, and Infants, in separate rooms) .	Boys .	120	18	68	34	..	150	80
			Girls .	98	26	55	17	..	135	80

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14. *Morpeth.*—This is an old endowed charity, and the trustees of the municipal charities in the town, having a classical school besides, have done their best to make this the English boys school for the mass of the population, by sending up its old master to the Borough-road School to be trained in the British system; but he has adopted it very imperfectly; the habits of his mind, in some respects powerful, being all directed to a vigorous but technical system of individual instruction, which scarcely extends beyond the top boys, while all the rest of the school is backward, and in inferior discipline.

19. *Nicholson-street.*—This is *the* British School of Sunderland, though not in high condition; separate committees of ladies above and gentlemen below carrying on schools for boys and girls respectively in rooms erected for the purpose by the late John White, Esq. M.P.; the boys' school not in a satisfactory condition, either as to organization, discipline, tone, or progress; the girls' school is perfect in the three former particulars, and showed excellent needlework, under the management of a zealous committee and a devoted mistress, wanting assistance and appliances, however, to do justice to the number assembled.

24. *Great Ayton.*—New and handsome school-house, erected on an eligible site, and the schools already completely equipped with books and apparatus, and in efficient operation under teachers from the Borough-road, labouring zealously, and already making progress, with a good attendance from this and the surrounding villages, heretofore destitute of instruction worthy of the name; teachers leaving as little as possible to monitors, and possessing a very pleasing control throughout.

63 A. *Liverpool.*—Though on very mean premises, these are well-attended and good schools; that for boys on the second-floor, under a master who makes extraordinary exertions to get a rational life into the interrogative portion of the labours of his monitors; the girls' school is on the ground floor, and the infants' in a basement story, but all are about to be removed to better premises, and all are under teachers unaffectedly devoted to their work, and possessed of the affectionate confidence of the children.

66 A. *Egerton and Eagley Mill.*—Schools on the British system, and under efficient masters, maintained by Messrs. H. and E. Ashworth, for the education of the children of their own work-people, and those of their neighbours, in the same villages, being among the earliest instances of such individual literality among the great manufacturers of the North.

66 B. *Tottenham.*—These schools are under very zealous committees and faithful teachers; the master of the boys' school being one of the earliest teachers on the Lancasterian plans, and one who has endeavoured to keep pace with the progress which has been made in schooling since the date of his own training; an endeavour requiring more of originality and of simplicity of character than would hastily be supposed; the girls' school, too, has a tone and order which are very pleasing; and the instruction in it is faithful and well grounded, though not far advanced; both offer a sound foundation, however, for any amount of progress.

146 A. *Wisbech.*—This, like the Boys' British School of Wisbech, is a credit to the town, though occupying comparatively inferior, and only hired premises; the reading and spelling of the top class are very good,

Promoters, though unaided by Public Grants, whether BRITISH SCHOOLS, TOWN SCHOOLS not VILLAGE SCHOOLS.

Arithmetic.									Organization.						
Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Individual Instruction.	Collective Sections.	Number of Monitors.	Drafts at time of Inspection.	Galleries for Children above the Years of Infancy.	Class Rooms or Rooms occasionally used as such.
35	12	8	55	20	25	..	..	..	1	..	..	7	7	..	..
40	15	10	65	20	..	..	..	..	1	..	..	18	15	..	..
..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..
40	..	..	40	20	..	..	..	..	1	..	..	..	8	..	..
20	..	..	20	10	..	..	..	..	1	..	..	..	5	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
20	3	5	28	12	12	..	..	..	1	..	..	10	5	..	..
Time insufficient to supply further details.									1	..	..	8	5	..	..
60	50	10	120	145	145	40	40, copies & objects.	16	1	..	..	32	12	2	2
50	60	..	110	135	135	..	..	..	1	..	..	..	10	1	1

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though, in other attainments, the female children are necessarily inferior to the boys; the tone, manners, and spirit of order and industry pervading the whole of this school speak strongly, however, in praise alike of its teacher and its committee.

159 A. *Ketteringham.*—A village school, under a respectable female teacher, superintended by the family of Sir John P. Boileau, Bart., in which the manners and progress of the children are correspondingly gentle and good; its arrangements offer valuable experience in village-school economy, of which I hope to avail myself on a day of fuller attendance than could well be expected on the Saturday morning of my visit to it.

180 A and 181 A. *Mill End and Denham.*—These are among a number in this part of the country which owe their existence and support chiefly to John Hull, Esq., of Uxbridge, and members of the Society of Friends in his connexion; the former has the best premises and the most pains-taking master, but not the most numerous attendance, on account of its distance from the chief mass of the population in the parish of Rickmansworth, and the rivalry of national schools more centrally situated; its tone, manners, and discipline are good, but the master appears somewhat dispirited, and the instruction is left more entirely to the monitors than is requisite with so limited a number, and therefore the mass of the school is rather slow: the Denham school has the like disadvantage, without the tone and discipline of the former, and, having a good attendance and fair extraneous support, ought to exhibit the results of more labour, and a greater amount of steady progress throughout its classes than is to be found in them.

252 A. *Tiverton.*—The Tiverton British Schools, for boys, girls, and infants, erected and supported on a very liberal scale by John Heathcoat, Esq., M.P. for the borough, occupy extensive premises, erected expressly for their use, in a handsome Gothic style, with every luxury of class-rooms and apparatus, and, being under zealous superintendence and well-chosen teachers, are likely to exercise an important influence upon the schools of the south-western counties by force of example: the same pleasant play-yard is used at different hours by all the schools, but each has its own offices, approached without entering that yard; all the rooms are on the ground-floor, and well constructed; and though the teacher of the infants is the only one resident in the school-house, the others live in a neat rent-free house in a contiguous shrubbery; the discipline of both boys' and girls' schools is very good, and both are conducted with the most unaffected integrity and devotion; the boys' school with the greater vigour, in proportion to the superior education, years, and practice of its teacher; in each there are two young assistants and a senior monitor, and the boys' school has two excellent class-rooms, with a gallery in one of them; the monitorial working is susceptible of yet higher finish; but, while the low range of the children's ages keep the school to a simple routine, there is a satisfactory life and progress throughout; in the infant-school there is rather too much stress on reading, and too little on the cultivation of the faculties of observation and comparison; and in the girls' school the current of words somewhat overruns that of ideas; but the whole institution is admirable in design, and making rapid advances.

TABLE IX. (E.)—*continued.* Operations and Results in School

Number in the Order of Inspection.	Date of Inspection.	Schools visited at the Invitation of their Promoters.	Sex of the Children enumerated in the succeeding Columns.	Reading.					Writing.	
				Total engaged in Learning to Read.	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Number of Children on the Books.	On Paper.
	1846.	BRITISH SCHOOLS—*continued.*								
253	16 and 19 Oct.	*Banbury* (Boys and Girls in separate rooms)	Boys	77	22	35	20	..	140	70
			Girls	91	19	33	34	5	140	50
254	23 Oct.	*Over Darwen*, near Blackburn (Boys & Girls in the same room)	..	..	..	..	..	..	..	..
				[7]	[7]	[7]	[7]	[7]	[7]	[6]
			Boys	520	188	229	102	1	710	307
				[4]	[3]	[3]	[3]	[3]	[3]	[3]
			Girls	318	48	103	61	5	315	142
				[11]	[10]	[10]	[10]	[10]	[10]	[9]
			Total	838	236	332	163	6	1025	449
			Average:							
			Boys	74·3	26·8	32·7	14·6	·1	101·4	51·2
			Girls	79·5	16·0	34·3	20·3	1·6	105·0	47·3
			Both	76·2	23·6	33·2	16·3	·6	102·5	49·9
		TOWN SCHOOLS, NOT BRITISH.								
	1844.									
46A	29 Oct.	*Leeds*, Messrs. Marshall's Schools (Boys and Girls in separate rooms).	..	..	..	..	..	..	..	..
64	4 Dec.	*Liverpool Hibernian Schools* (Boys and Girls in separate rooms).	Boys	148	84	38	20	6	About 170	70
				..	..	..	..	..	..	..
		VILLAGE SCHOOLS.								
45A	30 Oct.	*Ackworth*, near Pontefract (separate Boys' and Girls' Schools).	..	..	..	..	..	..	..	..
	1846.									
205A	25 May	*Appleby*, near Ashby-de-la-Zouch (Boys and Girls in the same room).	..	This school received a small grant for apparatu						

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253. *Banbury.*—The boys' school is under a clever and energetic master, formerly employed at Norwood who has organized it on a mixed plan of collective and monitorial teaching, but is not remarkable for hi aptitude in collective teaching, or for his vigilance over his monitorial arrangements; and consequently th discipline and progress of the children are not worthy of the ingenuity of his arrangements, and his gener intelligence; the girls' school is purely monitorial, and, having a zealous ladies' committee, and an indu trious as well as energetic teacher, has good tone and discipline, with steady technical progress throughout, an a considerable amount of intelligence in the top classes; the writing in both schools requires more careful super vision.

254. *Over Darwen.*—In this large manufacturing moor-side village are good British Schools for boys and girl chiefly supported by the firm of Messrs. Shorrock, to whose large factory-school it was that my attention w expressly invited; this is wholly maintained by the same gentlemen, with the aid of the children's pence; occupies premises of excellent character, and consists of a good infant-school on the ground floor, with a com fortable master's house attached, and a school for both boys and girls on the upper floor, used by the half-tim children, morning and afternoon respectively; this has not yet either the teachers, the discipline, the appliance or the plans which can make it a companion to the other schools of this remarkable and increasing place.

46 A. *Leeds.*—These are schools erected, and maintained on the most handsome scale, by Messrs. Marshal but were inspected in a manner far too cursory to enable me to do justice to the activity displayed throughou them, as well as to their whole system and management, until I shall have been permitted a second visit t them, for visits to several other schools divided the day.

Inspected by Invitation of their Promoters, &c.

Arithmetic.									Organization.							
Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Individual Instruction.	Collective Sections.	Number of Monitors.	Drafts at time of Inspection.	Galleries for Children above the Years of Infancy.	Class Rooms, or Rooms occasionally used as such.
100	28	12	140	70	40	..	..	2	..	..	1	12	5	..	..
63	20	..	83	20	20	..	..	..	1	..	..	30	10	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]							
295	108	45	448	287	222	40	40	18	..	..	..	..	..	..	..
[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]							
133	80	..	213	165	155	..	..	..	..	..	..	..	..	..	..
[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]				[7]	[10]		
428	188	45	661	452	377	40	40	18	10	..	1	117	82	3	3
49·2	18·0	7·6	74·7	47·8	37·0	6·6	6·6	3·0	..	..	..	..	..	..	..
44·3	26·7	..	71·0	55·0	51·7	..	..	..	..	..	..	..	..	..	..
47·5	20·9	5·0	73·4	50·2	41·9	4·4	4·4	2·0	..	..	..	16·7	8·2	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	1
161	..	..	161	148	148	40	..	..	..	..	1	..	..	2	1
..	..	..	..	..	..	..	..	..	..	..	1	..	..	4	2
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
but is already closed for want of support.						..	..	..	..	..	..	..	..	..	..

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64. *Liverpool Hibernian Schools.*—These are large schools, liberally supported by W. Rathbone, Esq., and a few other persons, who have always been distinguished for their exertions on behalf of popular education; the boys' school forms two divisions, in which different portions of it are taught respectively at different hours; in one, writing and arithmetic, on good system, and with satisfactory results; and in the other, reading, grammar, geography, and music, in which the instruction, higher in its character, is not relatively so complete as in the writing and arithmetic; the writing and arithmetic are under monitorial arrangements, closely directed and superintended by the master; but in the higher department of the school, the monitorial system is used merely as a relief from the gallery work, and is not in high efficiency, a defect for which the master's energies cannot sufficiently compensate in his gallery lessons, for the numbers with whom he has to deal do not, in this instance, permit him to extend his instruction sufficiently downwards to the lower boys, who thus escape too much the efficient operation of either collective or monitorial teaching; the girls' school is in rising condition, under a zealous committee of ladies.

45 A. *Ackworth.*—In this village, well known for one of the great schools of the Society of Friends being situated in it, I was invited to inspect the schools for boys and girls respectively, the latter entirely, and the former chiefly erected and supported by Luke Howard, Esq., to the personal and devoted exertions of whose family the girls' school must chiefly, owe the high tone and discipline, and the sound instruction which characterize it; exertions which have given existence to books and cards which are well known in other parts of the kingdom; the boys' school, too, is making good progress, and is connected with a youth's library and a village lecture-room.

TABLE IX. (E.)—*continued.* Operations and Results in School

Number in the Order of Inspection.	Date of Inspection.	Schools visited at the Invitation of their Promoters.	Sex of the Children enumerated in the succeeding Columns.	Reading.					Writing.	
				Total engaged in Learning to Read.	Letters and Monosyllables.	Reading Simple Narratives.	Reading with Ease.	With Fluency and Expression.	Children on the Books.	On Paper.
		VILLAGE SCHOOLS—*continued.*			About	About			About	
232A	28 July	*Buckhill*, near Calne (Boys and Girls in the same room)	Boys and Girls	67	22	23	22	..	80	30
233A	30 July	*Crewkerne* (Boys)	..	..	..	..	..	..	..	..
247A	24 Aug.	*Mylor Bridge*, near Falmouth (Boys and Girls, and Infants, sometimes in the same, and sometimes in separate rooms).	Boys and Girls	56	25	11	20	..	80	40
252	15 Oct.	*Hook Norton*, near Chipping Norton (Boys and Girls in the same room)	Boys and Girls	28	18	10	..	..	48	2
			Total	151	65	44	42	..	208	9
			Average	50	22	15	14	..	69	3
		Grand Total of all these Schools		1,137	385	414	225	12	..	60

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232 A. *Buckhill.*—A very retiring, but very remarkable school, in regard to the endeavours made to embod in it every element of education, in the best sense, which it is possible to provide, in addition to the mer instruction in reading, writing, and arithmetic, which form the sum of education in the common villag schools.

233 A. *Crewkerne.*—A school which made application for a grant for apparatus when there was some chanc of its becoming a public school for the children of the poorer classes; but this having never been realized, i proves to be ineligible for such a grant, though truly the apparatus are wanted, and the master is one who woul make a good use of them.

247 A. *Mylor Bridge.*—This school is one of the many which have to solve the difficult problem of the be and, at the same time, the most economical provision which can be made for the education of village childre of both sexes and all ages, in the same school; and this is attempted by its patron through an arrangement b

Inspected by Invitation of their Promoters, &c.

Arithmetic.									Organization.						
Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Total.	Geography.	Grammar.	Vocal Music.	Linear Drawing, and whether from Copies or Objects.	Geometry and Mensuration.	Monitorial Drafts.	Individual Instruction.	Collective Sections.	Number of Monitors.	Drafts at time of Inspection.	Galleries for Children above the Years of Infancy.	Class Rooms, or Rooms occasionally used as such.
60	20	8	88	55	25	50	30, copies	..	..	..	1	..	..	1	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
40	14	6	60	40	40	40	40, objects.	..	..	..	1	..	..	1	1
20	6	..	26	12	8	..	..	..	1	..	..	..	..	..	..
120	40	14	174	107	73	90	70	..	1	..	2	..	..	2	1
40	13	5	58	36	24	30	23	..	..	..	..	..	..	..	..
709	228	59	996	707	598	170	110	18	11	..	4	..	..	7	6

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which the boys and girls are all under the instruction of a master and his few monitors, on the Battersea plan, during one half of the day, while the infants are in a separate room under a mistress; and the boys only are under the master's instruction during the other half of the day, while the girls are learning to sew under the mistress of the infants' school; but the combination of the different parts on the same excellent premises has only just been made, and a great "occasion" in the neighbourhood still further disturbed the children, and affected the attendance on the day of my visit.

252. *Hook Norton.*—A little village school, under the zealous superintendence of a few ladies, employing a young female teacher, who received some little instruction in the management of a British School at Banbury; it is in every respect superior to what ought to be expected from the trifling resources at its command, and the infantile ages of the majority of the children.

TABLE IX. (F.)—CIRCUMSTANCES under which certain SCHOOLS, aided as DAY-SCHOOLS, are now used only as SUNDAY-SCHOOLS.

No. in the Order of Inspection.	Date of Inspection.	OBSERVATIONS.
40	1844. Sept. 23.	*Keighley Baptist School.* The building is neat, substantial, and in good repair; situated in a yard behind the chapel and minister's house. After the appointment of several masters successively, who tried in vain to live by the school payments of the children, all endeavours to keep it open as a day-school were abandoned. It is now used solely for the Sunday-school of the congregation to whose chapel it is attached; the arrangement of the contiguous premises does not seem to have contemplated recently any other application of the school-house, and the fitting up of its interior is adapted to that purpose only. I am informed that it is in contemplation by the trustees to enlarge the edifice, with the view of making it one in which a master might have children enough at *low* charges to maintain him. This is not an effort, however, that the connexion here is likely to make hastily.

TABLE IX. (F.)—*continued.* Circumstances under which certain Schools, &c.

No. in the Order of Inspection.	Date of Inspection.	OBSERVATIONS.
	1844.	
41	Sept. 23.	*Hainworth Wesleyan School.* This is at the little hamlet of Hainworth, two miles up a packhorse route, along the moors from Keighley towards Halifax, and is in circumstances somewhat similar to the preceding, being used only for a chapel and Sunday-school. It is conveyed to trustees expressly for chapel purposes, with a proviso that it may also be used for a day-school, under the direction of the trustees and the superintendent preacher, unless they should think well to remove the school to some other place. It has never, however, from the first been opened for the purposes of a day-school; and other day-schools having arisen in neighbouring localities, it is not now contemplated to open it for them.
42	Sept. 24.	*Horkingstone Baptist School, or Chapel.* This is on the moor side, in the township of Howarth, and two miles distant from the manufacturing village of that name, near Keighley. This also is used only as a chapel and Sunday-school, although its trust-deed, which has the chapel uses for its main object, contains a proviso that the "ground-floor" shall be used as a day-school. There is, in fact, no upper floor; the building being a neat Baptist chapel, with a burial ground attached. A few yards distant is a Wesleyan Methodist school-house, the erection of which, in rivalry with his own undertaking, the minister of the Baptist chapel describes to have been the cause of an alteration in the plan of this building, and of the impossibility of a day-school master obtaining a subsistence in it. The Wesleyan school itself is not open as a day-school, which is as much wanting in this wild district as ever, for its numerous population are content with the Sunday-schools only.
48	Oct. 20.	*Lidgett-Green Independent School.* This school is situated two miles to the west of Bradford, and occupies an excellent school-room, to which new officers are now being added, but is fitted up and used for a Sunday-school only of the Independents. The badness of trade in past years, and the erection of a National school in the same vicinity, are quoted in explanation of the want of success which attended a day-school, formerly held on these premises by successive masters; none of whom could "get a living in it," which they were privileged to endeavour. A Committee has recently been formed, however, for re-opening this as a day-school.
60	Nov. 27.	*Oldham Independent School.* The school-house is in the same trust with the chapel, and appears to have been erected more expressly for the purposes of the Sunday-schools, which are still held in it. It consists of two stories, of which the lower has its floor several feet below the level of the contiguous back street, and it is consequently fast rotting: this is fitted up with a gallery for an infant-school, though its size is somewhat reduced by the chapel vestry being taken off one end. The upper room occupies the whole extent of the school-house, 18 yards by 8 yards, and is a well-lighted and well-ventilated room. A master, expressly trained at the Borough-road, formerly kept a school for both boys and girls in this room; and another master kept the infant-school below, but both, I was told, were "clammed" (*i. e.*, famished,) out during the period of bad trade, about 1841, and the schools have never since been opened for the education of children of the poorer classes; nor have they been superseded, that I can learn, by the opening of any new ones in the same neighbourhood on the like principles. The upper room, however, is let at a nominal rent to a master who, aided by his wife, keeps in it a day-school for children of both sexes of the middle classes, in the style of a bettermost village school.

TABLE IX. (F.)—*continued.* Circumstances under which certain Schools, &c.

Number of Inspection.	Date of Inspection.	OBSERVATIONS.
	1844.	
5	Nov. 6.	*Churchtown Independent School.* This is in the parish of North Meoles, near Southport, in a poor village of farm-labourers, fishermen, and weavers, nestled close to the drifted sands of the Irish Sea, and is a very unstable edifice of brick, partly thatched and partly tiled, with its two offices, side by side, facing to the public road, and respectively inscribed "Boys'" and "Girls'." Nevertheless the trifling grant was faithfully spent in the enlargement and adaptation of this old cottage; and an attempt was made to keep a day-school in it, but it failed through the poverty and indifference of the very poor and very ignorant surrounding population. The vigorous state of the neighbouring National schools under the present rector renders any early re-opening of this, as a day-school, very improbable; for there are not parents, besides those of the children contained in that school, who, in any sufficient numbers, are either able or willing to send their children to any day-school.
8	Dec. 14.	*Upper Hallam Independent School.* This is temporarily closed even for Sunday-school teaching, and permanently for day-school teaching, since the opening of several strongly-supported National schools in the neighbourhood.
	1845.	
3	Nov. 21.	*Peterborough Wesleyan School.* In this case a promise of assistance was made to parties who did not know at the time that the grants were applicable only to day-schools. They, therefore, refused to sign the usual certificate, choosing rather to forego the aid by the promise to receive which they had been encouraged to build their schools; but under the circumstances the money was granted by the Lords of Her Majesty's Treasury, without any understanding that a day-school should be kept on the premises; and none is kept, for they are simply rooms on each side of the Wesleyan chapel, with which they communicate, for boys' and girls' Sunday-schools respectively.
	1846.	
9	June 3.	*Pelsall Wesleyan School, or Chapel.* This is the Wesleyan meeting-house on Pelsall Common, with the little lean-to tenements on each side of it, now used solely for worship and Sunday-schools, and still liable to a mortgage debt. A poor man was permitted to attempt obtaining a subsistence by keeping a day-school in this building, in which attempt he was befriended by a member of the connexion; but he was at length starved out, in a time of bad trade, and no subsequent endeavour to open a day-school in it has been made. One of the trustees states that they have always contemplated the erection of a separate day-school, and that the original design was for a building better adapted to the purposes of one; but a delay in receiving the Treasury grant made them despair of it altogether; they, therefore, built to their present plan, and when the money was placed at their disposal, could not refuse it; and, at all events, as he urged, it has not been applied to private uses.
2	June 4.	*Darlaston Primitive Methodist School.* In this case a grant of 300*l.* was obtained from the Treasury at the time when a new chapel was built at Darlaston by this connexion, in effect, merely for the purpose of enabling it to retain its old chapel for the accommodation of its Sunday-schools; and the Treasury grant was, therefore, applied in reducing the mortgage debt on that building, and placing it in the hands of new trustees for Sunday and day schools, but without any intention of giving public support to the latter, the inevitable fate attending which was met by a careful provision, that, on their failure,

TABLE IX. (F.)—*continued.* Circumstances under which certain Schools, &c.

No. in the Order of Inspection.	Date of Inspection.	OBSERVATIONS.
212	1846. June 4—*continued.*	"the school-room revert to and be solely used by the Primitive Methodist Society aforesaid." The building, therefore, consists of one large Sunday-school room, with some poor tenements underneath it, the rents of which go to defray the interest of the remaining debt. There has never been any subscription towards the maintenance of the master of a day-school; but when one could be found sufficiently desperate he has been allowed to teach in the rooms on his own account with the vestiges of the books and apparatus given by the British and Foreign School Society, on the like representations which procured the Government grants; and in this manner the school has been opened several times for a few months, until he could find some better subsistence; but it has now been closed altogether for eight or nine months.
216	June 5.	*Willenhall Primitive Methodist School, or Chapel.* The grant to this place was made for an infant-school, but the trust-deed is purely for chapel uses, with the word "school" used, almost as if in derision, (for it is often inconsistent with the tenor of the several clauses,) wherever "chapel" would appear in other deeds of the same connexion. Yet further, the building actually erected is completely submerged by a debt of 240*l.*, being nearly the whole amount expended upon its erection, in addition to the grant from the Treasury, and a few *bonâ fide* subscriptions of the borough members and other gentlemen, as for a school. All the middle part of the "school-house" is filled with pews, and the spaces around are occupied solely with benches and forms for other, and perhaps poorer, hearers. The debt is to the estate of a successful manufacturer in the neighbourhood, a great friend of the connexion in these parts, who, by his last will, proposed to release half the debt; but the bequest is intercepted by the Mortmain Act. A teacher has occasionally made a desperate effort to keep a day-school on his own account on the back benches of this "school-house," though never with success, and yet it had, within the few weeks preceding my inquiries, been re-attempted by a superseded teacher in a neighbouring Wesleyan school. Some of the trustees being described in the trust-deed to be of "Catchem's Corner," and others of "Sodom," I sought my way as far as the former, to obtain these details.
236	August 4.	*St. Sidwell's Independent Schools, or Grosvenor Independent Schools, Exeter.* These are one-third of a building which is altogether an Independent chapel, the upper part of this third forming a gallery to it, at the back of the pulpit, and the lower a part of the body of the chapel, but sliding partitions admit of both being separated from the rest during week-days; for Sunday-school purposes the rooms are tolerably well adapted, but having only one common door-way with the chapel, the same offices, &c., they have never, from the first, had any claim to the character of British day-schools, and the Exeter British School Society have expressly declined to use them as such. Yet further, this house is divided against itself, disputes having arisen between those in whom the legal estate of the chapel two-thirds, and those in whom the legal estate of the school third, is vested; and a tiny dame-school is kept in the latter by a worthy woman chiefly, it would appear, to assert possession on the part of the latter.

TABLE IX. (G.)—CIRCUMSTANCES under which certain SCHOOLS, aided as DAY-SCHOOLS, have become wholly extinct.

No. in the Order of Inspection.	Date of Inspection.	OBSERVATIONS.
	1844.	
57	Nov. 22.	*Glossopdale Universal School.* Extinct, through the insufficiency of the parties who were trustees. They were chiefly of the labouring classes, and obtained an assignment of the lease of a plot of ground for the purpose of a Sunday-school and day-school. Some of the trustees themselves performed one part of the work and some another of erecting a school-house; and at length the shell of a building of two stories, by no means ornamental, was raised; but only the lower story was at first put into habitable condition, and not without the parties incurring a mortgage debt of 200*l.* It was to clear off this debt and complete the upper floor that the grant of 225*l.* from the Treasury was obtained; and by its means the debt really was extinguished. Meanwhile "bad times" had come over the trade of the place; the managers of the "Universal" Sunday-school incurred the animosity of several of the religious societies of the place, by teaching writing on Sunday; the use made of the rooms for political meetings and purposes of amusement offended others; dissensions arose among the trustees themselves; subscriptions, even for current expenses, could not be raised; and when a high wind came and blew off the greater part of the roof, the helpless trustees were reduced to the last distress, and resorted to the liberality of the agent of his Grace the Duke of Norfolk, the lessor of the site, to pay off an existing debt, repair the building, and enclose the premises, which he did, on having deposited with him the lease, which has since become forfeited. See also C. C. Minutes for 1844, vol. ii. p. 470.
	1845.	
74	April 10.	*Church-street School, Islington.* The grant, in this case, was made to the former holders (for the purposes of a British school) of the premises of the present National school in Church-street; a further grant for the same has since been obtained; what consideration for the former grant is contained in the terms on which they are now held, their Lordships will perhaps think it proper to instruct the clerical inspector for the district to inquire.
222	July 2.	*Carne School* is situated on a high and bleak table land now enclosed, but formerly called Carne Mountain, in the parish of Reynalton, and was erected by the neighbourhood chiefly through the exertions of the same gentleman who raised the Narberth and Templeton village schools. It was designed for several surrounding parishes and villages, in which, to this day, there is no day-school, although there is a numerous population all speaking English. This school has been closed through the utter inability of any master to procure a subsistence by teaching in it, merely for such remuneration as he can obtain from the pence of the few and irregular scholars whom he can collect within it.
242	Aug. 14.	*Mount Charles School, near St. Austell,* is in the mining hamlet of Mount Charles, containing a considerable population, and surrounded by one much larger dispersed over the adjacent country, and has several times been opened, but as often closed, being too large to be supported as a British school by the immediate neighbourhood, and too far from St. Austell for the town children to be sent to it. It is now, therefore, void; but the Committee consider that if they had the means to adapt its very good premises to receive boys, girls, and infants, under a master, with a female assistant, it would subsist, to the great advantage of the neighbourhood, which, at present, uses only very confined and inferior dame-schools.

TABLE IX. (G.)—*continued.* Circumstances under which certain Schools, &c.

No. in the Order of Inspection.	Date of Inspection.	OBSERVATIONS.
244	1845. Aug. 19.	*St. Agnes Schools.* The case of these schools is instructive if not encouraging. The principal mover in their erection was the Rev. B. Woodyard, a minister in the late Countess of Huntingdon's Connexion, who determined to incorporate the mechanics of this populous and rather desolate mining parish into a self-acting association for the education of their children on the principles of the British and Foreign School Society, which perhaps appeared to him the more advisable, since there were few of a superior class in the parish who had either the means or the disposition to undertake the provision of schools for them, with any chance of success. On the one hand he got them to petition the Treasury for aid, and on the other purchased a property for 200*l.*, which he sold again in plots for 527*l.* 12*s.* 9*d.*, carried to the account of the school, for which he also reserved a commanding and ample site. This effective operation, and the promise of a Government grant, afforded every prospect of the most ample success; and two enormous halls, for boys' and girls' schools respectively, were erected by the enthusiastic but incautious promoters of the scheme, so large and so comfortless that they could never be finished, or filled, or used with satisfaction to any parties, with the attendance of such only of the children of the surrounding poor and backward population as could ever be got to attend. After the mechanics and little tradesmen of the neighbourhood had subscribed 229*l.* 2*s.* 10*d.*, under the name of "shareholders," in the opinion that they had a legal interest in the premises as such, and the Committee of Council had made a further grant of 126*l.* 10*s.*, in addition to the 250*l.* given by the Treasury, still the premises were comfortless and unfinished; and the place was scarcely out of debt, even after the sacrifice of nearly 200*l.* by Mr. Woodyard, in various contributions and expenses, besides the profits from the sale of the estate which he had purchased. In this state of the premises, however, it was necessary to open the schools, without any reserve fund to meet current expenses, where there was no hope of procuring a mentionable amount of annual subscriptions, and where the "shareholders" already considered the place in debt to them, at least in interest for their money, if not in the repayment of the principal, although the trust-deed (being one purely of a charitable nature), left them not the shadow of a legal proprietary interest. The teachers who opened the schools are said not to have been well qualified for their duties; undoubtedly they commenced under discouragements; the current expenses of the schools, from the first, considerably exceeded their income; responsibilities rapidly accumulated; the schools were closed; for a short time they were again re-opened under a worse cloud than at first; this did but augment; they were finally closed at the end of 1841; and the buildings are now little better than a heap of ruins, with every window broken, and every enclosure wall hurled down. The actual cost of the place was about 1,200*l.*, which has been wholly defrayed, though there is a debt upon the current account, besides one to Mr. Woodyard, which he has relinquished, and one to the "shareholders," which has never had a legal existence. The trust-deed has never been enrolled, that the local parties know of through no fault of Mr. Woodyard, but through their own neglect, when he expressly called upon them to have the enrolment made. No vouchers whatever were produced for the account; the present treasurer, appointed at a comparatively recent date, having never seen them. The probabilities are, however, that it is a true statement; there

TABLE IX. (G.)—*continued.* Circumstances under which certain Schools, &c.

No. in the Order of Inspection.	Date of Inspection.	OBSERVATIONS.
	1845.	
244	Aug. 19—*continued.*	having been great want of discretion in the outlay, but obviously none of integrity in the principal parties to the original undertaking. The present treasurer, however, in the name of the "shareholders," a body having no legal existence, collected in the country around, according to his own books, a year or two ago, the sum of 14*l.* 7*s.* 11½*d.* for repairs to the buildings, after a storm; but of this sum he has yet expended only 4*l.* 10*s.* 9*d.*, "in various sums towards repairs, &c., of schools," and 3*l.* 4*s.* 3*d.*, which "the Committee have allowed Thomas Michell himself, for collecting the foregoing sum and expenses;" leaving a balance still in his hands of 6*l.* 12*s.* 11½*d.*, which he assumes to hold for the Committee appointed by the "shareholders," but it has no actual and certainly no legal existence. While Mr. Woodyard was here, he, in fact, was the manager of everything, and did all the business, and since his removal to London, two residuary officers, the treasurer and secretary, have been the only people having any active management whatever.
248	Aug. 28.	*Great Torrington School.* This school was erected upon an ill-digested scheme which has entailed a complete and lamentable failure. Besides the Government grant, and two or three considerable subscriptions, there were no funds for the purpose besides such as were derived from the contributions of parties induced to embark their money as shareholders in a joint-stock company. These were chiefly members of the middle classes of the community, who gave their money in the expectation of being doubly repaid; in the first place by receiving a fair interest for their money, and in the second by having a school for the education of their own children as well as of their poorer neighbours. Nevertheless, the trust-deed, although it uses the term shareholders, is, in all its provisions, one for a charity; the word "shareholders" being used where "subscribers" would have appeared in other cases. As in every instance of the kind which I have yet met with, a total failure was the result of this attempt at joint-stock education in a school of this class. The parties, perhaps becoming uneasy at the gradual extinction of all prospect of obtaining an interest for their money, which the inevitable annual balance against the treasurer must have brought about, became irritable with each other; differences arose upon the qualifications of a teacher; the school was weakened by the dissension; gradually it declined in reputation and in attendance; it became a formidable burthen to those who still endeavoured to keep it open; they finally abandoned the effort; it was closed; it has never been re-opened; and now it is falling into total ruin; the situation being obscure and bad, and the rooms abandoned to lumber and to decay. The very size of the rooms, even, is extravagant, considering the size of the town; for they consist of two great halls, each 50 feet long and 25 feet wide; so that it is scarcely probable that the money requisite to reconvert them to any school purpose will, under all the circumstances, ever be laid out upon them. There is a power in the deed to sell, and reinvest the proceeds in providing another school, on the principles of the British and Foreign School Society, anywhere in the town; and certainly the sooner the present property is disposed of and the proceeds applied towards a smaller and more manageable institution, whether infant or British, the more to the credit of the town. The trust-deed, in its very nature, deprives the shareholders of all power to receive either principal or interest of their investment, and they have nothing, therefore, to lose by such a course.

TABLE X.—ATTAINMENTS of the CHILDREN actually Present at the time

(A.) Boys'

Number of reference as Inspected.	NAMES OF SCHOOLS.	READING.				
		Simple Narratives.	With Ease.	With Fluency and Expression.	Total in Monitors' Class of Readers present at Inspection.	Character of Attainments.
112	Canterbury	..	20	..	20	Fair proportion of intelligence
113	Dover	..	24	..	24	With tone and yet with intelligence
116	Union Charity Schools, Brighton	..	15	..	15	Top boys much more intelligently than the rest.
117	North-lane, Brighton	30	15	..	45	Without expression, though tolerably correct.
127	Portmadoc and Tremador	14	6	..	20	Eight top boys, with intelligence, and the rest making progress.
129	Holyhead	16	8	..	24	The latter number, with intelligence
137	Derby	..	20	..	20	Lower half unclear at spelling
139	Sutton-in-Ashfield	..	7	..	7	With intelligence
140	Rotherham	2	14	..	16	Unfinished and provincial, but with considerable intelligence.
142	Lincoln	..	12	4	16	All, with superior intelligence; a few yet imperfect in their syllabication at spelling.
144	Spalding	4	20	..	24	A want of clear syllabication in spelling
146	Wisbeach	22	18	..	40	Good intelligence, but a want of better syllabication in spelling.
157	Bungay	5	10	..	15	With tone and spelling imperfect; attendance irregular.
162	East Dereham	..	13	..	13	Superior correctness and intelligence
163	King's Lynn	..	21	4	25	A very well-taught and superior class.
165	Bishop Stortford	..	11	..	11	Read with intelligence, and spell well
173	Ware	9	7	..	16	Spelling unusually good
174	Baldock	1	14	..	15	Clear, distinct, and intelligent, from good teaching.
179	Berkhampstead	..	22	..	22	With fair accuracy, but with tone; spell well.
180	New Windsor	..	25	..	25	Intelligent, but spelling wants clearness of syllabication.
181	High Wycombe	6	14	..	20	Very industriously taught
182	Chinnor	..	11	..	11	Reading distinct and spelling good
183	Thame	..	16	..	16	Clearly, intelligently, and with good spelling.
186	Andover	1	12	..	13	Utterance of some unclear, and syllabication imperfect.
189	Blandford Forum	..	25	..	25	With great intelligence and good spelling

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Schools.

WRITING.		ARITHMETIC.						
		Number in the Monitors' Class of Readers.			Number on the Books in the whole School.			
Writing in Copy Books.	Character of Attainments.	Writing down correctly any number of Seven Places of Figures from dictation.	Doing correctly a Sum in Simple Subtraction, offering every difficulty.	Total in Monitor's Class of Readers.	In Reduction and Compound Rules.	In Rule of Three and upwards.	Total in Compound Rules and upwards.	Practised in Mental Arithmetic.
20	Good; being well superintended by master personally.	10	10	20	11	17	28	28
24	Remarkably good; under master's constant teaching.	16	24	24	8	7	15	15
15	Good in both style and finish	10	10	15	20	15	35	20
45	Remarkably good	6	45	45	50	45	95	..
20	Average progress	5	18	20	6	6	12	..
24	Very good	12	24	24	14	4	18	..
20	Fair in both style and progress	5	15	20	40	8	48	50
7	Good	..	5	7	..	4	4	..
16	Neither good, clean, nor careful . . .	4	14	16	30	4	34	20
16	Very good	14	14	16	5	10	15	10
24	Style and progress good	20	20	24	20	12	32	72
40	Not remarkable	..	35	40	20	25	45	100
15	Fair progress	..	15	15	30	.	30	20
13	Good	7	13	13	13	16	29	95
25	Style free and good, but generally wanting finish.	19	24	25	35	25	60	44
11	Style and progress good	6	9	11	8	10	18	18
16	Among the best	10	16	16	7	5	12	12
15	Respectable, but not first rate	4	12	15	16	10	26	50
22	Very good	2	22	22	14	9	23	44
25	Good, but not finished	10	25	25	20	25	45	50
20	Very good	2	16	20	18	6	24	24
11	Good and free	3	11	11	17	3	20	20
16	Style, progress, and finish equally satisfactory.	4	16	16	16	13	29	60
13	Backward and inferior	2	11	13	30	6	36	50
25	Style and progress good	5	25	25	8	8	16	18

TABLE X.—*continued.* Attainments of the Children actually Present at the time (A.) Boys'

Number of reference as Inspected.	NAMES OF SCHOOLS.	GEOGRAPHY.		GRAMMAR.	
		Learning Geography.	Character of Attainments.	Learning Grammar.	Character of Attainments.
112	Canterbury	20	Little	..	. . .
113	Dover	24	Outlines well got up by a few.	14	Want books, and therefore very little.
116	Union Charity Schools, Brighton	15	Outlines well got up	15	Eight passing well
117	North-lane, Brighton	45	Clear in regard to England	45	Very little
127	Portmadoc and Tremador	8	Progress very limited for want of maps.	9	Progress sound, though limited.
129	Holyhead	..	. . .	..	. . .
137	Derby	20	First elements fairly acquired	20	First elements fairly acquired
139	Sutton-in-Ashfield	7	A little	7	A little
140	Rotherham	16	Very irregularly taught	16	Very irregularly taught
142	Lincoln	16	Well taught	16	Well taught
144	Spalding	24	Scarcely any; maps too small.	24	Virtually limited to about eight.
146	Wisbeach	40	Would be much improved by the use of larger maps.	40	First elements only
157	Bungay	15	Chiefly on map of England; well known by a few.	..	. . .
162	East Dereham	13	First elements well acquired	13	A very little
163	King's Lynn	25	Rudiments well acquired.	25	Rudiments well acquired.
165	Bishop Stortford	11	Outlines well acquired	11	Half can distinguish the different parts of speech.
173	Ware	12	Very little, and confined to three or four children.	12	Very little, and confined to three or four children.
174	Baldock	12	Outlines well got up by three or four elder boys.	14	Six top boys can distinguish the different parts of speech.
179	Berkhampstead	22	Very good	..	. . .
180	New Windsor	25	Industriously taught, but rather too vaguely.	25	The grammar and etymology of a few remarkably good.
181	High Wycombe	20	Outlines, with much miscellaneous information, well acquired.	12	The elements of etymology
182	Chinnor	11	Outlines conveyed, but want maps.	11	Can distinguish verbs and substantives.
183	Thame	16	Very well taught	16	Rudiments of etymology.
186	Andover	13	One or two boys have outlines.	13	One or two boys have the merest rudiments.
189	Blandford Forum	28	Elements well got up by a few, but the rest backward.	20	Little

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USIC.	LINEAR DRAWING.		GEOMETRY AND MENSURATION.		CHILDREN IN THE SCHOOLS.		
Character of tainments.	Learning to Draw.	Character of Attainments.	Learning Geometry or Mensuration.	Character of Attainments.	Actually present at time of Inspection.	Average Attendance.	On the Books.
r a little . .	6	A little, with chalk, from copies.	..	. . .	170	170	185
le by ear . .	12	Very little, with chalk, from copies.	12	First notions of practical geometry.	150	150	161
le by ear . .	15	From copies, with both pencil and crayons, with high finish.	..	. . .	122	120	183
te, with good gress.	20	Copying engravings carried to the highest finish.	..	. . .	325	320	420
le by ear . .	..	. . .	..	. . .	50	50	66
le by ear . .	..	. . .	..	. . .	50	55	60
ır	20	From maps and engraving, recently commenced.	..	. . .	130	180	210
le by ear . .	..	. . .	..	. . .	86	100	178
le by ear . .	6	Very little, with chalk, from copies.	..	. . .	80	104	150
le by ear . .	12	A little, simple and clear, from lithograph copies.	..	. . .	149	160	220
le by ear . .	4	From drawings of machines and architectural plans, excellently.	4	First elements of geometry.	114	120	150
le by ear . .	8	From copies	14	First notions of practical geometry.	148	150	190
le by ear . .	..	. . .	..	. . .	80	80	110
te, on Hullah's tem.	13	Two from models, and the rest with copies, with chalk, on the walls.	..	. . .	95	73	119
ır	12	Very little, from copies . .	..	. . .	190	235	255
ır	..	. . .	1	Mensuration . . .	100	96	130
ır	..	. . .	..	. . .	87	90	95
ır	8	From wood-cuts	..	. . .	41	40	70
te; very good	..	. . .	..	. . .	70	66	90
dingly well ght.	12	From copies, with great nicety.	..	. . .	90	115	144
ır	12	From copies, with great nicety.	..	. . .	122	130	170
le by ear . .	11	Exercised in drawing and naming geometrical figures.	..	. . .	38	55	80
te; the rest by	16	From copies, 10 with pencils and crayons, and 6 with chalk.	..	. . .	115	111	160
ır	..	. . .	..	. . .	60	79	104
ır, exceedingly ll.	..	. . .	..	. . .	60	75	104

TABLE X.—*continued.* Attainments of the Children actually Present at the time

(A.) BOYS'

Number of reference as Inspected.	NAMES OF SCHOOLS.	READING. Simple Narratives.	With Ease.	With Fluency and Expression.	Total in Monitors' Class of Readers present at Inspection.	Character of Attainments.
191	Downton	..	13	4	17	Intelligent, with good spelling
193	Devizes	6	14	..	20	Respectable
194	Corsham	6	3	..	9	Wanting in care
199	Leicester	8	15	4	27	Reading with much more intelligence than correctness.
204	Burton-on-Trent	12	13	..	25	Provincial, though fluent
207	Willenhall	13	..	..	13	Incorrect and dull
214	Dudley	15	20	..	35	These 20 only have clear syllabication in spelling.
233	Taunton	..	20	..	20	Intelligent, but wanting clearness of syllabication.
235	Honiton	2	9	..	11	Few read without tone
238	Kingsbridge and Dodbrooke	11	11	..	22	Making good progress
241	Liskeard	1	8	..	9	Intelligent
243	Truro	..	20	..	20	Intelligent, and spelling distinctly
246	Constantine	..	10	..	10	Clear and distinct, but only one without tone.
247	Launceston	4	14	..	18	Good for their age
251	Bideford	1	9	..	10	Spelling respectable
	Total 40 Schools	189	559	16	764	
	Averages per School	4·7	14·0	·4	19·1	
	Per Centages	24·7	73·2	2·1	100·0	

(B.) GIRLS'

117	North-lane, Brighton	11	6	..	17	Unfinished.
119	Southampton	..	10	..	10	Very satisfactory
140	Rotherham	3	6	..	9	Making good progress
142	Lincoln	..	18	..	18	With intelligence and good spelling
145	Long Sutton	..	12	..	12	Correct, but without much intelligence
177	Newport Pagnell	..	14	..	14	With intelligence and good spelling
160	New Windsor	..	6	4	10	With intelligence, but very bad spelling.
	Total 7 Schools	14	72	4	90	
	Averages per School	2·0	10·3	·6	12·9	
	Per Centages	15·5	80·0	4·5	100·0	

* Proportion per cent. obtained on the number on the Books. The other

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Schools.

WRITING.		ARITHMETIC.						
		Number in the Monitors' Class of Readers.			Number on the Books in the whole School.			
Writing in Copy Books.	Character of Attainments.	Writing down correctly any number of Seven Places of Figures from dictation.	Doing correctly a Sum in Simple Subtraction, offering every difficulty.	Total in Monitors' Class of Readers.	In Reduction and Compound Rules.	In Rule of Three and upwards.	Total in Compound Rules and upwards.	Practised in Mental Arithmetic.
17	Neat and good	4	17	17	13	4	17	17
20	Style bold and good, but not finished	..	20	20	24	23	47	50
9	Imperfect	3	3	9	10	6	16	12
27	Good	..	27	27	75	45	120	200
25	Respectable, but not improving	2	24	25	25	25	50	100
13	Progress by no means remarkable	4	4	13	4	..	4	13
35	Fair style and progress	20	20	35	30	25	55	40
20	Style and progress good	..	18	20	25	12	37	20
11	Good	2	8	11	15	..	15	15
22	Style and progress good	10	15	22	25	12	37	37
9	Style and progess very good	2	9	9	25	12	37	30
20	Not remarkable	20	20	20	36	16	52	50
10	Good style and progress	2	5	10	10	12	22	22
18	Not bold, but finished	2	18	18	12	2	14	50
10	Not good	2	7	10	12	6	18	12
764		249	664	764	797	493	1,290	1,488
19·1		6·2	16·6	19·1	19·9	12·3	32·2	37·2
100·0		32·6	86·9	100·0	13·1*	8·1*	21·3*	24·6*
Schools.								
17	Not all good	8	8	17	12	..	12	12
10	Respectable in style and progress	..	10	10	10	..	10	12
9	Good in style and progress	2	7	9	10	..	10	10
18	Respectable	..	9	18	6	..	6	12
12	Making fair progress	1	2	12	20	..	20	20
14	Not good	1	3	14	10	..	10	19
10	Inferior in style and progress	3	3	10	12	..	12	12
90		15	42	90	80	..	80	97
12·9		2·1	6·0	12·9	11·4	..	11·4	13·9
100·0		16·6	4·7	100·0	10·3*	..	10·3*	12·5*

per centages on the total number of the Monitors' Classes present at Inspection.

TABLE X.—*continued.* Attainments of the Children actually Present at the time

(A.) BOYS'

Number of reference as Inspected.	NAMES OF SCHOOLS.	GEOGRAPHY. Learning Geography.	GEOGRAPHY. Character of Attainments.	GRAMMAR. Learning Grammar.	GRAMMAR. Character of Attainments.
191	Downton	17	Very well instructed	15	Well taught analytically
193	Devizes	20	Outlines of political geography.	20	Little
194	Corsham	8	Very little	9	None in effect
199	Leicester	27	Taught actively, but not clearly.	27	Taught zealously, but not clearly.
204	Burton-on-Trent	25	Chiefly of England, with few conceptions concerning the rest of the world.	25	Top boys possessed of rudiments.
207	Willenhall	13	Virtually none	13	Virtually none.
214	Dudley	35	Rather slow and backward	35	Slow and backward, excepting one boy.
223	Taunton	20	Outlines fairly acquired	20	Only two or three boys making progress.
235	Honiton	11	A little of England	11	Little
238	Kingsbridge and Dodbrooke	22	Backward, after the three top boys.	22	Backward, after the three top boys.
241	Liskeard	9	Unusually well acquainted with that of England.	9	Four boys a little
243	Truro	20	Well taught to the few who pay for it.	20	Well taught to the few who pay for it.
246	Constantine	10	Unclear	10	Can distinguish parts of speech.
247	Launceston	13	Chiefly that of Great Britain.	6	A few can distinguish the parts of speech.
251	Bideford	10	Outlines of that of Great Britain.	10	A few can distinguish the parts of speech.
	Total 40 Schools	714	. . .	630	. . .
	Averages per School	17·8	. . .	15·7	. . .
	Per Centages	93·5	. . .	82·5	. . .

(B.) GIRLS'

117	North-lane, Brighton	..	None	..	. . .
119	Southampton	10	Making good progress	10	Making good progress.
140	Rotherham	..	None	..	. . .
142	Lincoln	12	Very little; no maps	12	Very little
145	Long Sutton	..	None	..	. . .
177	Newport Pagnell	14	Only one has made any advance.	14	Only one distinguished the parts of speech.
180	New Windsor	10	Very little	10	Very little
	Total 7 Schools	46	. . .	46	. . .
	Averages per School	6·6	. . .	6·6	. . .
	Per Centages	51·1	. . .	51·1	. . .

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SCHOOLS.

MUSIC.		LINEAR DRAWING.		GEOMETRY AND MENSURATION.		CHILDREN IN THE SCHOOLS.		
Learning Music.	Character of Attainments.	Learning to Draw.	Character of Attainments.	Learning Geometry or Mensuration.	Character of Attainments.	Actually present at time of Inspection.	Average Attendance.	On the Books.
All.	By ear	4	From copies	3	Elements of mensuration.	88	77	125
All.	By ear, and good .	..	. . . .	..	. . .	113	110	140
..	. . .	..	. . .	..	. . .	55	55	70
27	By note	27	From lithograph copies, supplied by the master, with high finish.	..	. . .	200	300	400
All.	By ear	10	From copies and objects . .	..	. . .	67	75	98
13	On Hullah's method, but little.	..	. . .	..	. . .	53	58	93
All.	By ear	12	From copies	12	First elements of practical geometry.	240	264	304
All.	By ear, rather better than usual.	20	From copies, a little . . .	..	. . .	130	130	150
All.	A little by ear . .	..	. . .	..	. . .	57	60	80
All.	A little by ear . .	..	. . .	..	. . .	79	95	125
All.	By ear	9	From copies	4	Rudiments of mensuration.	60	125	170
All.	By ear, very nicely .	1	From maps	4	Rudiments of mensuration.	160	160	220
..	. . .	..	. . .	..	. . .	46	50	99
All.	A little by ear . .	12	Chiefly from little maps, especially one of the county.	..	. . .	63	80	100
All.	A little by ear . .	..	. . .	..	. . .	72	75	90
159	. . .	282	. . .	54	. . .	4,205	4,637	6,059
4·0	. . .	7·0	. . .	1·3	. . .	105·1	115·9	151·5
20·8	. . .	36·9	. . .	7·0	. . .	..	..	..

SCHOOLS.

17	By note, with the boys.	..	. . .	..	. . .	98	100	150
All.	By ear	..	. . .	..	. . .	81	80	96
All.	A little by ear . .	..	. . .	..	. . .	41	70	120
All.	A little by ear . .	..	. . .	..	. . .	150	120	150
..	. . .	..	. . .	..	. . .	53	50	105
All.	A little by ear . .	..	. . .	..	. . .	..	35	42
10	By note, with the boys.	..	. . .	..	. . .	42	66	112
27	. . .	..	. . .	..	. . .	494	521	775
3·9	. . .	..	. . .	..	. . .	70·6	74·4	110·7
30·0	. . .	..	. . .	..	. . .	..	..	..

TABLE X.—*continued.* **Attainments of the Children actually Present at the time**

(C.) SCHOOLS for both BOYS and

Number of reference as Inspected.	NAMES OF SCHOOLS.	READING.				
		Simple Narratives.	With Ease.	With Fluency and Expression.	Total in Monitors' Class of Readers present at Inspection.	Character of Attainments.
149	Witham	10	10	..	20	Very irregular; more intelligence than correctness.
161	Costessy	4	4	..	8	Intelligent, and well taught
188	Corfe Castle	..	15	..	15	Intelligent, but not finished reading
234	Lyme Regis	3	24	..	27	Intelligent, and well taught
245	Camborne	14	14	..	28	Unintelligent, unfinished, and little prospect of improvement.
	Total 5 Schools	31	67	..	98	
	Averages per School	6·2	13·4	..	19·6	
	Per Centages.	31·7	68·3	..	100·0	

* Proportion per cent. obtained on the number on books. The other

Number of reference as Inspected.	NAMES OF SCHOOLS.	GEOGRAPHY.		GRAMMAR.	
		Learning Geography.	Character of Attainments.	Learning Grammar.	Character of Attainments.
149	Witham	8	Elements acquired by the boys; little by the girls.	6	Elements acquired by the boys; little by the girls.
161	Costessy	8	Outlines of English well acquired.	8	Not much; but sound progress,
188	Corfe Castle	15	Outlines of English geography well got up,	15	Elements of etymology well got up.
234	Lyme Regis	27	English outlines pretty good, but wanting maps.	27	Little
245	Camborne	28	Only one had any idea on the subject.	24	Only one had any idea of it.
	Total 5 Schools	86		80	
	Averages per School	17·2		16·0	
	Per Centages	87·7		81·6	

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Girls in the same Rooms.

WRITING.		ARITHMETIC.						
		Number in the Monitors' Class of Readers.			Number on the Books in the whole School.			
Writing in Copy Books.	Character of Attainments.	Writing down correctly any number of Seven Places of Figures from dictation.	Doing correctly a Sum in Simple Subtraction, offering every difficulty.	Total in Monitor's Class of Readers.	In Reduction and Compound Rules.	In Rule of Three and upwards.	Total in Compound Rules and upwards.	Practised in Mental Arithmetic.
20	Respectable	6	12	20	12	6	18	..
8	Not remarkable	..	8	8	20	4	24	24
15	Good	1	13	15	21	6	27	46
27	Not remarkable	7	14	27	8	10	18	30
28	Fair, but books ill kept	3	5	28	17	1	18	13
98	. . .	17	54	98	78	27	105	113
19·6	. . .	3·4	10·8	19·6	15·6	5·4	21·0	22·6
100·0	. . .	17·4	55·1	100·0	11·9*	4·1*	16·0*	17·2*

per centages on the total numbers in the monitors' classes present at inspection.

MUSIC.		LINEAR DRAWING.		GEOMETRY AND MENSURATION.		CHILDREN IN THE SCHOOLS.		
Learning Music.	Character of Attainments.	Learning to Draw.	Character of Attainments.	Learning Geometry or Mensuration.	Character of Attainments.	Actually present at time of Inspection.	Average Attendance.	On the Books.
All.	A little by ear . .	1	Maps	..	. . .	60	65	96
All.	A little by ear . .	..	. . .	..	. . .	42	50	60
15	By note, with remarkable effect.	1	From objects	1	Mensuration . . .	146	129	125
All.	By ear	6	A little from maps . . .	6	Mensuration . . .	110	100	120
All.	By ear	..	. . .	..	. . .	188	175	255
15	. . .	8	. . .	7	. . .	546	519	656
3·0	. . .	1·6	. . .	1·4	. . .	109·2	103·8	131·2
15·3	. . .	8·2	. . .	7·1	. . .	..	..	..

TABLES XI.—ORDER OF OCCUPATION IN SIX CHARACTERISTIC SCHOOLS.

TABLE XI. (A.)—ORDER of OCCUPATION at the BRITISH SCHOOL, KENDAL, (a purely monitorial School,) July 19, 1844.

(The school consists of 18 classes. There are 18 desks for 252 boys. Average attendance about 225.)

MORNING.

1st Hour.

All the classes read under monitors. The first four classes read from easy Scripture lessons on boards; 5th and 6th read Testament and Scriptural lessons alternately; 7th, Testament only; 8th, 9th, and 10th, Testament and No. 2 book in turn; 11th and 12th read Scripture selections and a little work on Palestine, published by the Sunday-school Union, price 2*d.*, alternately; 13th and 14th, Bible. The rest, from 14th to 20th inclusive, are regulated by the annexed plan, which embraces also the first hour of the afternoon:—

2nd Hour.

Master reads and explains a passage of Scripture to the whole school. Then writing in copies by three-quarters of the number of scholars in 14 desks under three monitors, with three little boys carrying ink. Remainder of boys write on slates in four desks. Repeat tables while I examine copies.

3rd Hour.

Monday.—Monitors read Scripture at ends of desks, and examined on what they have read; the other boys seated and questioned with them.

Tuesday.—Monitors, with others, examined in mental arithmetic, remainder of boys in classes copying reading lessons on slates under one general monitor for improvement in writing and spelling.

Wednesday.—Monitors taught by me from No. 4 Book half an hour; other boys writing on slates. Singing in parts half an hour; the other boys seated and quiet.

Thursday.—Same as Tuesday.

Friday.—Same as Monday.

OCCUPATION of the UPPER CLASSES of the KENDAL BRITISH SCHOOL for BOYS during the first Hour of the Morning and Afternoon respectively.

	Class.	Monday.		Tuesday.		Wednesday.		Thursday.		Friday.	
		Morning.	Afternoon.	Morning.	Afternoon.	Morning.	Afternoon.	Morning.	Afternoon.	Morning.	Afternoon.
These two Classes exchange books.	15	Bible and English History.	Spelling and Geography.	Grammar.	Spelling and Geography.	Bible and English History.	Spelling and Geography.	Grammar.	Dictation.	Bible and English History.	Spelling and Geography.
	16	English History and Bible.	Spelling and Geography.	Grammar.	Spelling and Geography.	English History and Bible.	Spelling and Geography.	Grammar.	Dictation.	English History and Bible.	Spelling and Geography.
These two Classes exchange books.	17	No. 3 Book and Bible.	Spelling and Geography.	Grammar.	Dictation.	No. 3 Book and Bible.	Spelling and Geography.	Grammar.	Dictation.	Bible and No. 3 Book.	Drawing.
	18	Bible and No. 3 Book.	Spelling and Geography.	Grammar.	Drawing.	Bible and No. 3 Book.	Bible Composition.*	Grammar.	Dictation.	No. 3 Book and Bible.	Spelling and Geography.
These two Classes exchange books.	19	No. 4 Book and Bible.	Dictation.	Grammar.	Spelling and Geography.	Bible and Composition.†	Drawing.	Grammar.	Dictation.	No. 4 Book and Bible.	Spelling and Geography.
	20	Bible and No. 4 Book.	No. 4 Composition.	Grammar.	Dictation.	Practical Geometry.	Bible Composition.	Grammar parsing on Slates.	Drawing.	Bible and No. 4 Book.	No. 4 Composition.

NOTE.—When there are two subjects for reading, the time is divided. At the end of the first hour, all go into the yard for a few minutes.

* The substance of the Bible lesson of the morning.
† The substance of what I read the day before at 10 o'clock, when I read a chapter of the Scriptures from my desk.

AFTERNOON.

1st Hour.

The 14 first classes read, as in the morning, for half an hour, and spell *all the words* of the lesson for the remaining half hour.

For six next classes during this hour see preceding plan.

Then all go out for a few minutes.

2nd Hour.

Ciphering monitors learn arithmetic. Of the remainder of the school, some write on slates the copies which they wrote in the morning, or tables. Some draw maps on slates or black boards; others write from dictation. All the reading monitors who are not ciphering monitors work according to the following plan:—

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
No. 4 Book.	No. 4 Book composition.	Grammar.	Bible composition.	Arithmetic, with the ciphering monitors.

3rd Hour.

Eight classes in first four rules of arithmetic cipher in classes at the sides. Ten classes (who use books) work in desks. Little boys as under:—

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
Read.	Tables.	Amuse themselves with slates.	Learn tables.	Read.

NOTE.—When these little boys read, I select the forwardest from *among them* for monitors, as also for the tables.

T. HILL, *Master.*

TABLE XI. (B.)—ORDER of OCCUPATION at the LEICESTER BRITISH SCHOOL for BOYS, (an old monitorial school in which simultaneous instruction has been commenced,) 12th May, 1846.

(Average attendance about 300.)

As the children come in the morning, they take their places in the desks at slate writing, and at five minutes past nine the doors are closed for the uninterrupted reading and explanation of a passage of Scripture by the master. At half-past nine all go to reading in drafts for half an hour, then, returning to desks, they either write from dictation or copy out their reading lessons for the like time; at half-past ten, after the attendance list has been struck, they go out to geography for half an hour in drafts, each draft station having a little map of the two hemispheres copied from Darton's little outline map by the boys; at eleven they return into desks, the elder for writing in copy-books, and the younger for a collective lesson from one of the most advanced monitors; at half-past 11 all the former come up in rotation to the master to show their books, and then read Scripture to the master from their places in the desks, while the lesser children are writing on slates, the morning

being closed with a little practice in singing. In the afternoon, at one o'clock, there is a very numerous drawing class, making great progress in drawing from copies, and a large singing class in the play-yard; at two, the whole school goes into classes for grammar and for mental arithmetic on alternate days; at a quarter before three the attendance is taken as at half-past ten in the morning; and the children then go to slate arithmetic in drafts until four or a quarter-past four, when the master gives a general examination to the whole school, seated,—on Monday in Scripture; on Tuesday in geography; on Wednesday in grammar; on Thursday in mental arithmetic; and on Friday in natural history, arts, &c.; the afternoon, like the morning, being closed with singing. Mr. George Bristow is the master, and he supplies each of the monitors in arithmetic and geography with a little written manual of the exercises to be performed at his station, not in the form of question and answer, which would presently be used as a catechism, but merely of notes for the boy teaching.

TABLE XI. (C.)—ORDER of OCCUPATION in the BRITISH SCHOOL for BOYS at TIVERTON, (a monitorial school, in which the drafts are grouped into sections for monitorial teaching,) 14th September, 1846.

(Average attendance about 120.)

Morning.

10 p. 9 A. M. . .	Reading.
¼ to 10 . . .	Questioning and spelling.
10	Open school: monitors in desks read a chapter of Scripture, questioned by master; the other boys, standing in line, also questioned on the chapter to test attention.
¼ p. 10. . . .	Grammar and geography, in gallery and drafts.
¼ p. 11	Play-ground.
¼ p. 11	Tables, weights and measures, and mental arithmetic.
12	Writing: whole school.

Afternoon.

¼ to 1 P. M. . .	Dismiss.
10 p. 2 P. M. . .	Read Scriptures.
¼ to 3	Questioning.
3	In Gallery, on Monday, Tuesday, Thursday, and Friday, for English and natural history, miscellaneous subjects, and singing. Wednesday, monitors read. The rest draw, using Chambers's little woodcuts.
¼ p. 3	Ciphering.
¼ p. 4	Singing and prayer.

Evening Class.

For Pupil Teachers, but not confined to them, the most promising Monitors being allowed to attend.

Monday . . .	Grammar.
Tuesday . . .	Drilling, by a regular master, paid by Mr. Heathcoat.

Wednesday . . Use of globes and Cornwell's "Composition" alternately.
Thursday . . . Drilling, as above.
Friday . . . Euclid and practical geometry, alternately.

On Monday afternoon, at ciphering, boys exercised in notation and numeration; and monitors have a sum in compound multiplication, proving by division.

On Wednesday, money for savings' bank taken; some have nearly 1*l.* in it.

On Friday afternoon, the Bible classes write on slates from dictation, instead of reading. The younger boys read, and spell columns of spelling in reading-books, on Friday morning.

A double set of monitors, on duty in alternate weeks. When off duty, draw during morning reading. Read in a draft in afternoon, and trained.

On Saturday morning, the monitors who have behaved well have a game at cricket, in which the master and pupil teachers join.

JOHN NORTH SINGLETON, *Master.*

Tiverton, September 14, 1846.

TABLE XI. (D.)—ORDER of OCCUPATION in the BANBURY BRITISH SCHOOL (in which simultaneous Instruction has almost superseded its former monitorial organization, though it has only one unaided master,) 19th October, 1846.

(Average attendance 117.)

The school is divided into three sections, indicated by the signs A, B, and C; the first designating the upper, the second the middle, and the third the lower section of the school, and they are employed as follows:—

Morning Time.	Reading.	Gallery Lesson.	Writing.
9 to 10	A	B	C
10 to 11	C	A	B
11 to 12	B	..	A C

Afternoon Time.	Arithmetic.	Writing from Dictation.	Arithmetic.
2 to 3	A	B	C
3 to 4	B	A C	..

The master's personal attention is given in the morning chiefly to the gallery lessons and the writing of the senior section; in the afternoon chiefly to the two senior sections in arithmetic. The gallery lessons are properly the questioning and teaching exercises upon the last preceding reading-lessons. Both in morning and afternoon, section A stays half an hour beyond the rest for lessons in geography, grammar, reading, &c.; but section C has no gallery lesson, very little of the master's attention, and inferior monitorial aid, owing to the monitorial agency being too completely discarded. Mr. Francis W. Willson is the master of this school.

(Average Attendance—Boys 430. Infants 140.)

Sections and Classes.	Number of Hours occupied in School per Week.	Week.	Bible Lessons (simultaneous).	Reading Text-books and Scriptures (Desks under Monitors, superintended by Pupil Teachers).	Writing in Copy-books (superintended by Masters and Pupil Teachers). Children arranged in Classes.	Writing on Slates, including Writing from Memory, and Dictation to teach Spelling.	Arithmetic (in Classes superintended by Pupil Teachers).	Analytical Lessons (of Subjects previously read and taught, superintended by Pupil Teachers).	English Grammar (under Masters and Pupil Teachers, each Boy having his own Grammar in the Upper Department of the School).	Geography (in Oral and Constructive Lessons by Masters and Pupil Teachers).	Lessons on Objects (simultaneous by Pupil Teachers).	Scripture History (simultaneous with the aid of Mimprise's Charts).	Natural History (simultaneous by Masters and Pupil Teachers).	History of England (simultaneous by Masters).	Vocal Music (simultaneous by Masters and Pupil Teachers).	Natural Philosophy, with Mechanics (simultaneous by Masters and Pupil Teachers).	Drawing (in the course marked out by Mr. Butler Williams's Manual, Master, and Pupil Teacher).	Tables and Repetition, Hymns and Sundries (simultaneous, but not in Gallery).	Occasionally. Play, Gymnastics, and Movements.	Work done at Home.	Examination of Work done at Home.	Inspection (every Morning and Afternoon in the Yard, to secure Cleanliness and Neatness).	Intervals between the Lessons occupied with Chanting, Singing, Reciting, &c.
*Initiatory or Infant Classes.**	..	..	5	7	..	5¼	4	..	..	..	5	5	3	..	..	..	..	..	..	10	..	..	10	..
1st { Lessons.	..	20	2·30	5·15	..	3·45	2·0	..	..	..	..	1·40	1·30	..	..	..	..	..	..	5·0	..	..	2·30	2·5
{ Time																								
Junior Classes.																								
2nd { Lessons. . . .	..	30	5	7	5	2	5	3	..	..	2	2	2	..	..	..	..	..	5	..	..	..	10	..
3rd { Time			2·30	5·15	5·0	1·30	3·45	2·15			1·30	1·30	1·30						1·15				2·30	1·30
4th { Lessons. . . .	..	30	5	7	5	2	5	2	..	..	2	1	2	..	..	2	2	..	5	..	..	..	10	..
{ Time			2·30	5·15	5·0	1·30	3·45	1·30			1·30	0·45	1·30			1·30	1·30		1·15				2·30	1·30
5th { Lessons. . . .	..	30½	5	7	5	1	5	3	1	1	..	1	1	..	..	2	2	..	5	..	..	..	10	..
{ Time			2·30	5·15	5·0	0·45	3·45	2·15	0·45	0·45		0·45	0·45			1·30	1·30		1·15				2·30	1·30
Senior Classes.	Home 8 hours.																							
6th { Lessons. . . .	..	32½	5	6	4	2	5	..	3	4	..	..	..	..	..	2	2	..	5	10	5	10	10	..
{ Time	Home 10 hours		2·30	4·30	4·0	1·30	3·45		2·15	3·0						1·30	1·30		1·15	8·0	2·30	2·30	2·0
7th { Lessons. . . .	..	32½	5	3	4	2	2	1	2	2	..	..	..	2	2	2	2	2	5	15	5	10	10	..
8th { Time			2·30	2·15	4·0	1·30	2·15	0·45	2·15	2·15				1·30	1·30	1·30	1·30	3·0	1·15	10·0	2 30	2·30	1·15

A daily Scripture text is repeated from memory by all the children able to read.
In the Upper Divisions, Geography, Grammar, History, and Natural Philosophy are taught by means of writing on slates: this is to secure correct orthography.
** During the recess in the mid-day the scholars play in the yard under the superintendence of the Pupil Teachers.

* At present without a perfect course of lessons, because undergoing organization.
† The elder boys write while the girls learn to sew. Another occupation is found of giving the girls two lessons a week in writing.

G. WHITE, *Master.*

TABLE XI. (F.)—ORDER of OCCUPATION in the HIBERNIAN SCHOOLS, PLEASANT STREET, LIVERPOOL (Schools entirely of direct and simultaneous instruction under Adult Teachers), 16th December, 1844.

(Average attendance about 200.)

Here are two large school-rooms for the boys under separate masters, one of whom takes the "English" and the other the "writing and arithmetical" department of the children's instruction. The latter embraces likewise the instruction of the preparatory division in Scripture reading for an hour each day, but all the higher labour devolves upon the "English" department. The whole of the children are classed into three divisions, designated respectively senior, junior, and preparatory; and these again are each subdivided into four classes or drafts, according to their reading qualifications, and solely for the purpose of exercises in reading. The religious instruction, and the various lessons in grammar, geography, natural science, history, &c., are given entirely in the form of conversational lectures by the head master, to the children of the two higher divisions; and simpler simultaneous instruction is given to the preparatory division.

SCHEME of DAILY EMPLOYMENT in the ENGLISH DEPARTMENT of the HIBERNIAN BOYS' SCHOOL, LIVERPOOL, for the Half-year ending December, 1844.

Divisions.	Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
MORNING.						
Preparatory Division.	9 to 10	Reading from the alphabet to the 1st section of the Irish 2nd book.	Gallery lesson, on objects and natural history, and singing.	Reading, &c. as on Monday.	Gallery lesson on Geography, "Elements of Geography," lesson in Abbot's "Little Philosopher," and singing.	Reading and gallery lesson every alternate Friday.
Junior Division.	10 to 11	Reading from Irish 2nd book, to Chambers's "Rudiments of Knowledge," grammar, spelling, meaning of words and sentences, and geography, incidentally.	Reading, &c.	Reading, &c.	Reading, &c.	Reading, chiefly poetry, a portion of time being devoted to committing pieces of poetry to memory.

Senior Division.	11 to 12	Reading Irish 3rd and 4th books, chiefly with reference to meaning and derivation of words and sentences.	Grammar; parts of speech; rules of construction, &c.	Geography.	History, chiefly of England, in connexion with geography.	Reading poetry, inflexion, modulation, emphasis, &c., directed rather by the sense of the passage than by verbal rules.
AFTERNOON.						
Preparatory Division.	1 to 2	. . .	Reading, &c.	. . .	Reading, &c.	Reading every alternate Friday.
	2 to 3	Religious and moral instruction, through the medium of short stories, Scriptural lessons, &c.	Religious instruction, &c.	Religious instruction, &c.	Religious instruction, &c.	Religious instruction, &c.
Junior Division.	1 to 2	. . .	Gallery lesson—Objects, 1 to 1½ Grammar, 1½ to 2.	. . .	Gallery lesson—Geography, 1 to 2.	Every alternate Friday, History of England and music.
	2 to 3	Religious and moral instruction, "Irish Scripture Extracts."	Religious instruction, &c.	Religious instruction, &c.	Religious instruction, &c.	Religious instruction, &c.
Senior Division.	1 to 2	Composition for half an hour. Reading 3rd and 4th book of lessons.	. . .	Composition, reading on political economy.	. . .	Every alternate Friday, composition and reading Natural History.
	2 to 3	Religious instruction.	Religious instruction.	Religious instruction, "Manners and Customs of the Jews."	Religious instruction, Scripture geography.	Bible reading.
	3 to 3¼	Instruction of monitors. Reading in connexion with geography.	Ditto. Reading in connexion with grammar.	Ditto. Music.	Ditto, "History of European Civilization" (text-book) by M. Guizot.	Elocution.

B. LEWIS, *Head Master.*

DIVISION of the TIME appropriated to the WRITING and ARITHMETIC at the HIBERNIAN SCHOOL, Pleasant Street, Liverpool.

Senior Division.

A. M.	
From 9 to 10 ...	Arithmetic.
From 10 to 11 ...	Writing.

Junior Division.

From 9 to 10 ...	Writing.
From 11 to 12 ...	Arithmetic.

Preparatory Division.

From 10 to 11 ...	Add, subtract, and divide, using frame, and chant Multiplication Tables
From 11 to 12 ...	Writing; great care is taken to make the little pupils sit properly and keep clean slates.

Afternoon Division of Time.

Monday	1 to 2 .	. Junior and Preparatory Divisions, at mental calculations.
,,	2 to 3 .	. Junior Division, reading Scripture extracts.
Tuesday	1 to 2 .	. Senior Division, at mental calculations.
,,	2 to 3 .	. Junior Division, reading Scripture extracts.
Wednesday	1 to 2 .	. Junior and Preparatory Divisions, mental calculations.
,,	2 to 3 .	. Junior Division, reading Scripture extracts.
Thursday	1 to 2 .	. Senior Division, mental calculations.
,,	2 to 3 .	. Junior Division, reading Scripture extracts. Every alternate Friday the Senior Division at mental calculations from 1 to 2 o'clock, and from 2 to 3 the senior Protestant boys read the New Testament.

(Signed) G. TROWBRIDGE,
Conductor of the Department.

Routine of the Hibernian Girls' School.

(Average attendance 130.)

The children are classed into three separate divisions, namely, the first, or lowest; the second, or middle; and the third, or highest; and these divisions are again subdivided. Before commencing their secular duties in the morning, the children sing a hymn, and after that they all move to their respective classes.

Order of Occupation.

Morning.	Lowest Division.	Middle Division.	Highest Division.
Monday.			
From 9½ to 10 o'clock.	Reading.	Reading.	Writing.
From 10 to 11.	Reading.	Writing.	Reading.
From 11 to 11¼.	Playground.	Playground.	Playground.
From 11¼ to 12.	Miscellaneous lessons.	Mental Arithmetic.	Mental Arithmetic.
Tuesday.			
From 9½ to 10 o'clock.	Reading.	Writing.	Reading.
From 10 to 11.	Mental Arithmetic.	Arithmetic on slates.	Arithmetic on slates.
From 11 to 11¼.	Playground.	Playground.	Playground.
From 11¼ to 12.	Natural History.	Geography.	Grammar.
Wednesday.			
From 9½ to 10 o'clock.	Reading.	Writing.	Reading.
From 10 to 11.	Reading.	Reading.	Lessons on Objects.
From 11 to 11¼.	Playground.	Playground.	Playground.
From 11¼ to 12.	Lessons on Objects.	Lessons on Objects.	Geography.
Thursday.			
From 9½ to 10 o'clock.	Reading.	Reading.	Writing.
From 10 to 11.	Reading.	Writing.	Reading.
From 11 to 11¼.	Playground.	Playground.	Playground.
From 11¼ to 12.	Miscellaneous lessons.	Natural History.	English History.
Friday.			
From 9½ to 10 o'clock.	Reading.	Reading.	Writing.
From 10 to 11.	Mental Arithmetic.	Arithmetic on slates.	Arithmetic on slates.
From 11 to 11¼.	Playground.	Playground.	Playground.
From 11¼ to 12.	Miscellaneous lessons.	Grammar.	Natural History.

In the afternoon all the children sew from one till two o'clock, and from two till three o'clock they receive religious instruction. Some of the elder girls remain after the others are dismissed, for about an hour, to receive a lesson on Geography, Grammar, History, Reading, &c.

M. A. Mossop, *Mistress.*

Lessons are prepared at home by all that can be trusted with books; and the following table shows the course of study in each department of instruction :—

Class.	Reading.	Class.	Writing.	Class.	Sewing.	Class.	Arithmetic.
1st.	*Alphabet and words of two letters.* Reading Disentangled and Alphabet Primers. Daily Lesson Book to page 13. First Irish Lesson Book, from page 6 to 8.	1st.	To know the forms of the written letters and form them legibly.	1st.	Hemming brown calico. Seaming hemmed pieces. Seaming white calico. Seaming and felling. Reward for attention to make a shirt.	1st.	Count forwards and backwards to 10, using the balls and figures on the blackboard.
2nd.	*Words of three and four letters.* First Irish Book, 2nd Section. Alphabet Primer, lower lines. Little Crumbs. Short Cards from 1 to 10. Reading Disentangled.	2nd.	To form large letters well.	2nd.	Stitching brown linen. Running and felling calico. Stitching dowlas.	2nd.	Count to 100 and 1,000; numeration to 1,000; add, subtract, multiply, and divide 3, 4, 5, mental arithmetic.
3rd.	First Irish Book, 3rd Section. First Lesson Book, p. 14 to end. Short Cards, page 11 to end. First Book. Reading Disentangled.	3rd.	To hold the pencil well.	3rd.	Button-holes, dowlas. Stitching calico. Gathering and setting in brown calico. Tucking white calico. Frilling white calico. Quilting print.	3rd.	Sums on slates, add, subtract, multiply, and divide 6 and 7, numeration to 100,000.
4th.	Second Irish Book, 1st Section. Second Daily Lesson Book. Second Irish Book, 2nd Section. Reading Disentangled. Rudiments of Knowledge, to page 47.	4th.	To hold the pen and form large hand well.	4th.	Button-holes, brown calico. Herring-bone, brown calico. Tucking and frilling baby's cap (reward). Gathering and setting in white calico. Patching check.	4th	Add, subtract, multiply, and divide by 8 and 9, mental arithmetic, page 1 to 30 of "Arithmetic for Young Children," and the 1st, 2nd and 3rd lessons of "Child's Arithmetic;" numeration to 100,000,000.
5th.	Second Irish Book, 3rd Section. McCulloch's Third Book. Rudiments of Knowledge, p. 47 to end. Natural History Cards.			5th.	Patching brown calico. Patching white calico. Patching print. Darning all the specimens.	5th.	Add, subtract, multiply, and divide by 10, 11, and 12; "Arithmetic for Young Children" to page 43; "Child's Arithmetic" to 6th lesson.
6th.	Female Reading Book. Boys' Anthology.					6th.	Compound Addition, Subtraction, Multiplication, and Division; mental arithmetic.
						7th.	Bills of Parcels, House Accounts, &c. &c.

M. A. Mossop, *Mistress.*

TABLE XII. (B.)—BOOKS used by the several Classes of Schools in Teaching ARITHMETIC and MENSURATION.

Aided British Schools.		Aided Village Schools.		Schools visited by Invitation.	
Books.	Sch.	Books.	Sch.	Books.	Sch.
Schools using Crossley's Arithmetic *only* .	96	Schools using Crossley's Arithmetic *only* .	1	Schools using Crossley's Arithmetic *only* .	3
Schools using others in addition to Crossley's, as under	22	Schools using others in addition to Crossley's, as under	1	Schools using others in addition to Crossley's, as under	3
Walkingham's . . . . . in 13 schls.		Walkingham's and Ingram's . in 1 schl.		Nisbett's Mensuration . . . in 1 schl.	
Linwell's . . . . . 1 ,,				Irish Society's Arithmetic . . . 1 ,,	
Hutton's . . . . . 1 ,,				Tate's . . . . . 1 ,,	
May's . . . . . 1 ,,				M'Leod's . . . . . 1 ,,	
Nisbett's Mensuration . . . . 1 ,,				Euclid . . . . . 1 ,,	
Exercises in Arithmetic, published by C. C. E. . . . . 1 ,,					
Keith's . . . . . 1 ,,					
Joyce's . . . . . 1 ,,					
Irish Society's . . . . . 1 ,,					
Markham's . . . . . 1 ,,					
De Morgan's . . . . . 1 ,,					
Ingram's . . . . . 1 ,,					
Bonnycastle's Mensuration . . 1 ,,					
Trotter's . . . . . 2 ,,					
Schools using books on Arithmetic without regard to Crossley's, as under . . .	13	Schools using books on Arithmetic without regard to Crossley's, as under . . .	14	Schools using books on Arithmetic without regard to Crossley's, as under . . .	1
Tutors' Assistant . . . . in 1 schl.		Gray's . . . . . in 2 schls.		Irish Society's . . . . . in 1 schl.	
Bonnycastle's Mensuration . . 1 ,,		Hutton's . . . . . 2 ,,			
Walkingham's . . . . . 3 ,,		Walkingham's . . . . . 7 ,,			
Irish Society's . . . . . 1 ,,		Rutherford's . . . . . 1 ,,			
Master's Own . . . . . 1 ,,		Linwell's . . . . . 2 ,,			
Edinburgh . . . . . 1 ,,		Hene's . . . . . 1 ,,			
Black's . . . . . 1 ,,		Sunday School Union with British and Foreign boards . . . . 1 ,,			
Various . . . . . 6 ,,		Various . . . . . 2 ,,			
Schools not teaching Arithmetic . . .	..	Schools not teaching Arithmetic . . .	1	Schools not teaching Arithmetic . . .	..
Schools whose books are not specified. .	44	Schools whose books are not specified . .	12	Schools whose books are not specified. .	13
Total Schools	175	Total Schools	29	Total Schools	20

TABLE XII. (A.)—BOOKS used by the several CLASSES of SCHOOLS in teaching READING.

Aided British Schools.		Aided Village Schools.		Schools inspected by Invitation.	
Books.	Sch.	Books.	Sch.	Books.	Sch.
Schools using Sunday-school Union books *only*, with Scriptures and Scripture cards	5	Schools using Sunday-school Union books *only*, with Scriptures and Scripture cards	4	Schools using Sunday-school Union books *only*, with Scriptures and Scripture cards	1
Schools using British and Foreign School Society's books *only*, with Scriptures and Scripture cards	110	Schools using British and Foreign School Society's books *only*, with Scriptures and Scripture cards	5	Schools using British and Foreign School Society's books *only*, with Scriptures and Scripture cards	3
Schools using books, in addition to British and Foreign School Society's books, with Scriptures and Scripture cards, as under	36	Schools using books, in addition to British and Foreign School Society's books, with Scriptures and Scripture cards, as under	2	Schools using books, in addition to British and Foreign School Society's books, with Scriptures and Scripture cards, as under	4
Palestine	in 1 schl.	Sunday-school Union books	in 1 schl.	Sunday-school Union books	in 1 schl.
Sunday-school Union books	7 ,,	Assembly's Shorter Catechism	1 ,,	Dr. Short's cards	1 ,,
Wilson's Catechism	1 ,,	Veitch's Third Book	1 ,,	Chambers's Rudiments of Knowledge	1 ,,
Chambers's Rudiments of Knowledge	2 ,,	Melrose's Primer	1 ,,	Irish Commissioners' books	2 ,,
Chambers's Introduction to the Sciences	2 ,,			McCulloch's Reader	1 ,,
Irish Education Commissioners' books	19 ,,			Martin's Moral and Intellectual School Book	1 ,,
McCulloch's Reader	2 ,,			Tract Society's books	1 ,,
Hartley's Oratorical Class Book	1 ,,			Mrs. Howard's Scripture Questions and Cards	1 ,,
Rooke and Varty's Cards and Infants' Help to Reading	2 ,,				
Edinburgh Sessional School Books	1 ,,				
Christian Knowledge Society's Instructor	3 ,,				
Chambers's Educational Course	3 ,,				
Mayo's Lessons on Objects	2 ,,				

Tract Society's Illustrations of the Bible	1 ,,							
Firkin's Spelling Book	1 ,,							
Mrs. Howard's Scripture Questions (and Cards in more numerous cases)	1 ,,							
Schools using books without regard to British and Foreign Society's books, as under		12	Schools using books without regard to British and Foreign Society's books, as under		15	Schools using books without regard to British and Foreign Society's books, as under		4
British Youth's Reader. . . .	in 1 schl.		Reading made Easy	in 5 schls.		Village Conversation, by Davys	in 1 schl.	
Mavor's Speaker	1 ,,		Jenkins's Primer	1 ,,		Alphabet Primer	1 ,,	
Christian Knowledge Society's books	3 ,,		Christian Knowledge Society's books	2 ,,		Christian Knowledge Society's books	2 ,,	
Sunday-school Union books. . .	3 ,,		Sunday-school Union books . .	3 ,,		Irish Commissioners' books. . .	4 ,,	
Irish Commissioners' books . .	6 ,,		Irish Commissioners' books . .	2 ,,		Chambers's Rudiments of Knowledge	1 ,,	
Chambers's Educational Course .	2 ,,		Chambers's Educational Course .	1 ,,		Dr. Short's cards	1 ,,	
Reading Disentangled	1 ,,		Chambers's Introduction to the Sciences	1 ,,		Mrs. Trimmer's Scripture Lessons.	1 ,,	
Christian Brothers' Books . . .	2 ,,		Murray's English Reading. . .	2 ,,		National Society's books . . .	1 ,,	
Etymological Expositor. . . .	1 ,,		Blair's Class Book	1 ,,		Rivington's Reader	1 ,,	
Chambers's Rudiments of Knowledge	1 ,,		Edinburgh Sessional School Books	2 ,,		McCulloch's Reader	1 ,,	
Pilgrim's Progress	1 ,,		Vyse's Spelling Book	2 ,,		Miscellaneous	1 ,,	
Holy War	1 ,,		Carpenter's Spelling Book . . .	1 ,,				
Dunn's English and Welsh Teacher	1 ,,		Maelor's Spelling Book	1 ,,				
Cullen's History	1 ,,		Outlines of English History . .	3 ,,				
Chambers's British Empire. . .	1 ,,		Goldsmith's History of England .	3 ,,				
Watt's Catechism	1 ,,		British History	2 ,,				
National Society's books . . .	1 ,,		History of Our Saviour	1 ,,				
Bowring's History of England. .	1 ,,		National Society's books . . .	1 ,,				
			McCulloch's Course of Reading .	4 ,,				
			McCulloch's Series of Lessons . .	1 ,,				
			Miscellaneous	2 ,,				
Schools, the books used in which are not specified		12	Schools whose books are not specified. .		3	Schools whose books are not specified . .		8
Total schools		175	Total schools		29	Total schools		20

TABLE XII. (C.)—BOOKS used by the several CLASSES of SCHOOLS in Teaching GEOGRAPHY.

Aided British Schools.		Aided Village Schools.		Schools inspected by Invitation.	
Books.	Sch.	Books.	Sch.	Books.	Sch.
Schools teaching Geography by books, &c., as under named	68	Schools teaching Geography by books, &c., as under named	8	Schools teaching Geography by books, &c., as under named	5
Geographical Primer in 1 school		Pinnock's in 1 school		Scottish Schoolmasters' in 1 schl.	
Fairbairn's Geographical Text Book 1 ,,		Stevens's 1 ,,		Pinnock's 2 ,,	
Chambers's 9 ,,		White's 1 ,,		Hogarth's 2 ,,	
Pinnock's 7 ,,		Stewart's 1 ,,			
Wilson's Catechism of Geography 1 ,,		Guy's 2 ,,			
White's Geography 5 ,,		Goldsmith's 3 ,,			
Sullivan's 13 ,,		Reid's 1 ,,			
Hogarth's 14 ,,					
Bowring's 1 ,,					
Stewart's 9 ,,					
Bugby's 1 ,,					
Guy's 3 ,,					
Brown's General and Sacred Geography 1 ,,					
Gibson's 1 ,,					
Murray's 1 ,,					
Goldsmith's 2 ,,					
Reid's 3 ,,					
Irish Society's 1 ,,					
Gilbert's 2 ,,					
Christian Knowledge Society's 1 ,,					
Butler's 1 ,,					
Wilson's 1 ,,					
Ewing's 1 ,,					
Various 9 ,,					
Schools whose books are not specified, or which have none	107	Schools whose books are not specified, or which have none	21	Schools whose books are not specified, or which have none	15
Total Schools	175	Total Schools	29	Total Schools	20

TABLE XII. (D.)—BOOKS used by the several CLASSES of SCHOOLS in Teaching GRAMMAR.

Aided British Schools.		Aided Village Schools.		Schools inspected by Invitation.	
Books.	Sch.	Books.	Sch.	Books.	Sch.
Schools using Allen and Cornwell's *only* .	80	Schools using Allen and Cornwell's *only* .	..	Schools using Allen and Cornwell's *only* .	4
Schools using books of Grammar in addition to Allen and Cornwell's, as under .	6	Schools using books of Grammar in addition to Allen and Cornwell's, as under .	2	Schools using books of Grammar in addition to Allen and Cornwell's. . . .	..
Lennie's . . . . . in 4 schls.		Lennie's . . . . . in 2 schls.		. . . .	
Murray's . . . . . 3 ,,		. . . .		. . . .	
Irish Commissioners' . . . . 2 ,,		. . . .		. . . .	
Schools using Grammar without regard to Allen and Cornwell's.	23	Schools using Grammars without regard to Allen and Cornwell's.	11	Schools using Grammars without regard to Allen and Cornwell's.	2
Lennie's . . . . . in 16 schls.		Lennie's . . . . . in 8 schls.		Lennie's. . . . . in 1 schl.	
Murray's . . . . . 1 ,,		Murray's . . . . . 2 ,,		Christian Knowledge Society's . 1 ,,	
Irish Commissioners' . . . 1 ,,		McCulloch's . . . . . 1 ,,		. . . .	
Master's own MS. . . . . 1 ,,		Campbell's . . . . . 1 ,,		. . . .	
Various . . . . . 1 ,,		Reid's . . . . . 1 ,,		. . . .	
Schools whose books of Grammar are not specified, or which have none . . .	66	Schools whose books of Grammar are not specified, or which have none . . .	16	Schools whose books of Grammar are not specified, or which have none . . .	14
Total Schools	175	Total Schools	29	Total Schools	20

TABLE XIII.—COMPARISON of the DIFFERENT DISTRICTS of ENGLAND and WALES, in respect its Providence and Improvidence,

Divisions.	Inhabitants.	Distribution of the People.		Features of
DISTRICTS AND COUNTIES.	Population in 1841.	Number of Inhabitants to 100 Statute Acres in 1841.	Proportion per Cent. of Inhabitants to 100 Acres above and below the Average of England and Wales.	Proportion per Cent. to whole Population of Domestic Servants in 1841.
Column 1.	2	3	4	5
I. SOUTHERN AGRICULTURAL AND MARITIME COUNTIES.				
I. A. Counties of Least Instruction:—				
Sussex	299,753	31.9	−25.8	7.5
Hants	355,004	34.1	−20.7	6.4
Dorset	175,043	27.2	−36.7	5.4
Total—Least Instruction	829,800	32.5	−24.4	6.5
I. B. Counties of Most Instruction:—				
Kent	548,337	55.0	+27.9	6.6
Devonshire	533,460	32.2	−25.1	7.9
Total—Most Instruction	1,081,797	41.4	− 3.7	7.2
Total Southern Agricultural and Maritime Counties	1,911,597	37.0	−13.9	6.9
II. SOUTH MIDLAND AND EASTERN AGRICULTURAL COUNTIES.				
II. A. Counties of Least Instruction, being the Eastern Counties:—				
Suffolk	315,073	32.5	−24.4	5.6
Cambridge	164,459	28.1	−34.6	5.8
Norfolk	412,664	31.9	−25.8	5.6
Essex	344,979	35.2	−18.1	5.9
Huntingdon	58,549	24.6	−42.8	6.0
Total—Least Instruction	1,295,724	32.7	−23.9	5.7
II. B. Counties of Most Instruction, being the South Midland Counties:—				
Wiltshire	258,733	29.6	−31.1	5.1
Oxford	161,643	33.4	−22.3	5.9
Berkshire	161,147	33.5	−22.1	7.2
Total—Most Instruction	581,523	32.1	−25.3	5.9
Total—South Midland and Eastern Agricultural Counties	1,877,247	32.4	−24.6	5.8

to the Distribution of the Population, its Social Organization, its Education and Ignorance, and its Crime.

Social Organization.		Real Property.			Realized Properties.		
Proportion per Cent. of whole Population engaged in		Calculated Value of Real Propety which should be found in 1843 in Proportion to the Population in 1841, on the Average of all England and Wales.	Actual Annual Value of Real Property assessed to the Property and Income Tax in each County, for the Year ending April, 1843.	Proportion per Cent. of Real Property in 1843, above and below the Average to the like Population throughout England and Wales.	Calculated Number of Persons of Independent Means which should be found in Proportion to the Population in 1841, on the Average of all England and Wales.	Actual Number of Persons of Independent Means, according to Census of 1841.	Proportion per Cent. of Persons of Independent Means in 1841, above and below the Average of all England and Wales upon the like Population.
Agriculture, or as Graziers, Gardeners, &c.	Trade, Commerce, and Manufactures.						
6	7	8	9	10	11	12	13
		£.	£.				
11.9	9.7	1616910.54	1,676,999	+ 3.72	8404.08	8,915	+ 6.1
10.0	10.6	944206.97	917,077	− 2.87	9953.14	11,762	+18.1
10.9	11.1	1914942.34	1,661,447	−13.24	4907.63	5,589	+13.9
10.9	10.3	4476059.85	4,255,523	− 4.93	23264.85	26,266	+12.9
8.7	10.2	2957808.19	2,907,606	− 1.69	15373.56	18,629	+21.1
10.2	13.0	2877559.52	2,589,377	−10.01	14956.46	20,353	+36.0
9.4	11·5	5835367.71	5,496,983	− 5.79	30330.02	38,982	+28.5
9.5	11.0	10311427.56	9,752,506	− 5.42	53594.87	65,248	+21.7
13.9	10.0	1699548.81	1,717.825	+ 1.07	8833.61	7,499	−15.1
13.9	8.9	887115.36	1,102,415	+24.27	4610.89	3,826	−17.0
12.2	11.8	2225968.62	2,327,371	+ 4.55	11569.73	10,358	−10.4
14.8	9.3	1860866.05	1,935,610	+ 4.02	9672.07	7,403	−23.4
14.5	9.2	315821.67	401,684	+27.19	1641.52	1,157	−29.5
13.6	10.2	6989320.51	7,484,905	+ 7.09	36327.82	30,243	−16.7
14.1	10.8	1395642.80	1,424,558	+ 2.08	7254.02	5,996	−17.3
12.9	10.7	871925.45	1,025,421	+17.60	4531.94	3,857	−14.9
13.2	10.2	869249.96	967,475	+11.30	4518.03	4,779	+ 5.7
13.6	10.6	3136818.21	3,417,454	+ 8.94	16303.99	14,632	−10.2
13.6	10.4	10126138.72	10,902,359	+ 7.66	52631.81	44,875	−14.7

(Continued on p. 244

Table XIII.—Comparison of the Different Dist

Divisions.	Progress of Instruction.			
DISTRICTS AND COUNTIES.	Proportion per Cent. of the Men Married who Signed the Marriage Register with Marks in the Year ending 30th June, 1840.	Proportion per Cent. of the Men Married who Signed the Marriage Register with Marks in the Year ending 31st Dec., 1844.	Excess or Deficiency per Cent. of the Men Signing the Marriage Register with Marks in 1844, as compared with the Number in 1839—40.	Calcu Nur of Signi Mar Reg with which have found i on Aver all E and upon t Nur Mar
. .	14	15	16	1
I. Southern Agricultural and Maritime Counties.				
I. a. Counties of Least Instruction:—				
Sussex	33.	30.	−3.	681
Hants	32.	29.	−3.	959
Dorset	34.	36.	+2.	382
Total—Least Instruction . . .	32.6	30.5	−2.1	2022
I. b. Counties of Most Instruction:—				
Kent	28.	27.	−1.	1287
Devonshire	28.	29.	+1.	1426
Total—Most Instruction	27.8	27.8	..	2714
Total Southern Agricultural and Maritime Counties	29.8	28.9	−0.9	4737
II. South Midland and Eastern Agricultural Counties.				
II. a. Counties of Least Instruction, being the Eastern Counties:—				
Suffolk	48.	46.	−2.	762
Cambridge	48.	43.	−5.	442
Norfolk	45.	45.	..	989
Essex	50.	46.	−4.	702
Huntingdon	46.	45.	−1.	135
Total—Least Instruction . . .	47.7	45.2	−2.5	3033
II. b. Counties of Most Instruction, being the South Midland Counties:—				
Wiltshire	45.	41.	−4.	527
Oxford	37.	34.	−3.	382
Berkshire	40.	42.	+2.	418
Total—Most Instruction	41.2	39.2	−2.0	1328
Total South Midland and Eastern Agricultural Counties	45.6	43.4	−2.2	4361

of England and Wales, &c.—*continued.*

Ignorance.		Improvident Marriages.			Bastardy—1830.		
Actual Number of Men Signing the Marriage Register with Marks in the Year 1844.	Proportion per Cent. of Men Signing the Marriage Register with Marks in 1844, above and below the Average of all England and Wales upon the like Number of Marriages.	Calculated Number of Marriages of Men under 21 Years of Age which would be found in the like Number of Marriages on the Average of all England and Wales in 1844.	Actual Number of Men Married under 21 Years of Age in 1844.	Proportion per Cent. of Marriages of Men under 21 Years of Age above and below the Average on the like Number of Marriages in 1844 in all England and Wales.	Calculated Number of Baptisms of Illegitimate Children which would have appeared on the Parish Registers of 1830, and been brought to account in the Census of 1831, on the Average of England and Wales.	Number of Baptisms of Illegitimate Children Registered 1830 in the Parish Registers, brought to account in the Census of 1831.	Proportion per Cent. of the Baptisms Registered in 1830 which were of Illegitimate Children above and below the Average of all England and Wales upon the like Number of Baptisms.
18	19	20	21	22	23	24	25
630	− 7.5	0.01	83	+ 3.7	431.61	379	−12.2
852	−11.1	123.27	77	−60.1	474.33	356	−24.9
421	+10.1	49.12	62	+26.1	234.06	205	−12.4
1,903	− 5.9	252.40	222	−12.0	1140.00	940	−17.5
1,067	−17.1	165.47	98	−40.9	744.39	582	−21.8
1,257	−11.9	183.36	84	−54.3	699.89	588	−16.0
2,324	−14.3	348.83	182	−47.9	1444.28	1,170	−19.0
4,227	−10.8	601.23	404	−32.8	2584.28	2,110	−18.3
1,083	+42.0	98.04	115	+ 17.3	434.81	408	− 6.2
591	+33.5	56.88	115	+103.8	246.60	187	−24.1
1,367	+38.1	127.23	164	+ 28.9	634.99	648	+ 2.0
1,000	+42.4	90.24	125	+ 38.6	457.11	309	−32.4
187	+38.0	17.43	37	+115.1	84.05	75	−10.8
4,228	+39.3	389.82	556	+ 42.7	1857.56	1,627	−12.4
668	+26.5	67.85	117	+73.4	346.72	341	− 1.6
402	+ 5.0	49.16	53	+ 7.8	244.92	221	− 9.7
538	+28.6	53.75	52	− 3.3	233.64	244	+ 4.4
1,608	+21.0	170.76	222	+30.1	825.28	806	− 2.0
5,836	+33.8	560.58	778	+38.8	2682.84	2,433	− 9.3

Table XIII.—Comparison of the Different D

Divisions.	Bastardy—1842.			
DISTRICTS AND COUNTIES.	Calculated Number of Illegitimate Children in Proportion to the Total Number of Registered Births on the Average of all England and Wales in 1842.	Actual Number of Illegitimate Children which are plainly detected in the Registry of Births for 1842 by the defective nature of the Entries.	Proportion per Cent. of Illegitimate Children above and below the Average of all England and Wales, in the Year 1842, upon the like Number of Registered Births.	Cal Nu P whic be in in P t Po in o A of all and
. .	26	27	28	
I. Southern Agricultural and Maritime Counties.				
I. A. Counties of Least Instruction:—				
Sussex	611.32	615	+ 0.6	207
Hants	695.19	663	− 4.6	249
Dorset	346.99	346	− 0.2	158
Total—Least Instruction . . .	1653.50	1,624	− 1.1	611
I. B. Counties of Most Instruction:—				
Kent	1108.72	964	−13.0	495
Devonshire	1037.95	787	−24.2	398
Total—Most Instruction . . .	2146.67	1,751	−18.4	894
Total Southern Agricultural and Maritime Counties	3800.17	3,375	−11.2	1506
II. South Midland and Eastern Agricultural Counties.				
II. A. Counties of Least Instruction, being the Eastern Counties:—				
Suffolk	669.39	804	+20.1	291
Cambridge	401.83	431	+ 7.3	159
Norfolk	824.70	1,214	+47.2	318
Essex	677.32	534	−21.2	297
Huntingdon	138.92	106	−23.9	51
Total—Least Instruction . . .	2712.16	3,089	+13.9	1117
II. B. Counties of Most Instruction, being the South Midland Counties:—				
Wiltshire	483.83	525	+ 8.5	216
Oxford	345.78	385	+11.4	130
Berkshire	375.89	410	+ 9.1	176
Total—Most Instruction . . .	1205.50	1,320	+ 9.5	523
Total—South Midland and Eastern Agricultural Counties	3917.66	4,409	+12.6	1641

England and Wales, &c.—*continued.*

...erism.		Savings.			Crime.		
...ctual ...ber of ...upers ...ved in ...County ...ring ...Quarter ...ided ...r-day, ...44.	Proportion per Cent. of Paupers Relieved in the first quarter of 1844 above and below the Average of all England and Wales upon the like Population.	Calculated Amount of Deposits in Savings' Banks 20th Nov., 1844, which should be found in Proportion to the Population of each County in 1841, on the Average of all England and Wales.	Actual Amount of Deposits in Savings' Banks 20th Nov., 1844, in each County.	Proportion per Cent. of Deposits in Savings' Banks, 20th Nov., 1844, above and below the Average on the like Population in England and Wales in 1841.	Calculated Annual Average of Commitments to Assizes and Quarter Sessions in all England and Wales in Three Years, 1842, 1843, and 1844, out of a Male Population of the like Number and Ages.	Actual Annual Commitments to Assizes and Quarter Sessions in the Three Years, 1842, 1843, and 1844: Males.	Proportion per Cent. of Commitments above and below the Calculated Average for all England and Wales on the same Amount of Male Population of the like Ages.
30	31	32	33	34	35	36	37
		£.	£.				
,619	+43.0	481,404	444,086	− 7.7	419.76	405.67	− 3.4
,440	+22.2	570,137	577,185	+ 1.2	516.99	510.33	− 1.3
,248	+43.0	281,119	440,201	+56.6	233.16	183.33	−19.2
,307	+34.5	1,332,660	1,461,472	+ 9.6	1169.91	1099.33	− 6.0
,113	+ 1.1	880,630	1,008,745	+14.5	808.04	981.36	+21.4
,199	+ 0.8	856,737	1,596,923	+86.4	724.33	547.00	−24.7
,312	+ 0.9	1,737,367	2,605,668	+49.9	1532.37	1528.36	− .26
,619	+14.6	3,070,027	4,067,140	+32.4	2702.28	2627.69	− 2.8
,740	+36.2	506,007	387,080	−23.6	438.38	491.33	+12.3
,305	+27.5	264,121	146,420	−44.5	243.09	228.00	− 6.2
,255	+29.6	662,739	564,395	−14.8	568.10	660.33	+16.2
,599	+50.0	554,037	479,261	−13.5	501.83	642.23	+27.9
,609	+ 8.9	94,030	63,234	−32.7	85.78	59.67	−30.4
,508	+36.4	2,080,934	1,640,390	−21.1	1837.18	2081.56	+13.3
,250	+67.7	415,525	441,532	+ 6.2	372.93	416.34	+11.6
,245	+46.9	259,592	313,906	+20.9	235.69	266.00	+12.9
,998	+19.0	258,802	387,228	+49.6	236.36	258.00	+ 9.6
,493	+46.1	933,919	1,142,666	+22.3	843.98	940.34	+11.4
,001	+39.5	3,014,853	2,783,056	− 7.6	2681.16	3021.90	+12.7

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TABLE XIII.—Comparison of the Different Districts

Divisions.	Inhabitants.	Distribution of the People.		Females
DISTRICTS AND COUNTIES.	Population in 1841.	Number of Inhabitants to 100 Statute Acres in 1841.	Proportion per Cent. of Inhabitants to 100 Acres above and below the Average of England and Wales.	Proportion per Cent. to whole Population of Domestic Servants in 1841.
Column 1.	2	3	4	5
III. METROPOLITAN COUNTIES; BOTH IN THE HIGHEST SCALE OF INSTRUCTION.				
Middlesex	1,576,636	873.6	+1931.6	9.9
Surrey	582,678	120.0	+ 179.0	7·6
Total Most Instruction	2,159,314	330.1	+ 667.7	9.3
IV. NORTH MIDLAND AND NORTH EASTERN AGRICULTURAL COUNTIES.				
IV. A. Counties of Least Instruction, being the North Midland Counties:—				
Hereford	113,878	20·6	−52.1	9.8
Shropshire	239,048	27·8	−35.3	7.3
Total—Least Instruction	352,926	25.0	−41.8	8.1
IV. B. Counties of Most Instruction, being the North Eastern Counties:—				
Lincolnshire	362,602	21.7	−49.5	7.3
Northamptonshire	199,228	30.6	−28.8	5.3
Rutlandshire	21,302	22.3	−48.1	6.7
Total—Most Instruction	583,132	24.2	−43.7	6.6
Total—North Midland and North Eastern Agricultural Counties	936,058	24.5	−43.0	7.1
V. SOUTH MIDLAND AGRICULTURAL COUNTIES, WITH DOMESTIC MANUFACTURES.				
V. A. Counties of Least Instruction:—				
Bedfordshire	107,936	36.4	−15 3	4.4
Buckinghamshire	155,963	33.0	−23.2	5.6
Hertfordshire	157,207	39.0	− 9.3	6.5
Total—Least Instruction	421,126	36.2	−15.8	5.6
V. B. Counties of Most Instruction:—				
Somersetshire	435,982	41.4	− 3.7	6.6
Total—Most Instruction	435,982	41.4	− 3.7	6.6
Total—South Midland Agricultural Counties, with Domestic Manufactures	857,108	39.1	− 9.1	6.1

of England and Wales, &c.—*continued.*

of Social Organization.		Real Property.			Realized Properties.		
Proportion per Cent. of whole Population engaged in		Calculated Value of Real Property which should be found in 1843 in Proportion to the Population in 1841, on the Average of all England and Wales.	Actual Annual Value of Real Property assessed to the Property and Income Tax in each County, for the Year ending April, 1843.	Proportion per Cent. of Real Property in 1843, above and below the Average to the like Population throughout England and Wales.	Calculated Number of Persons of Independent Means which should be found in Proportion to the Population in 1841, on the Average of all England and Wales.	Actual Number of Persons of Independent Means, according to Census of 1841.	Proportion per Cent. of Persons of Independent Means in 1841, above and below the Average of all England and Wales upon the like Population.
Agriculture, or as Graziers, Gardeners, &c.	Trade, Commerce, and Manufactures.						
6	7	8	9	10	11	12	13
		£.	£.				
1.1	20.0	8504600.04	11,345,851	+33.41	44203.67	76,369	+72.7
4.4	16.2	3143048.45	2,939,068	− 6.49	16346.37	24,530	+50.1
2.0	18.9	11647648.49	14,284,919	+22.64	60540.04	100,899	+66.6
14.6	9.9	614274.21	805,319	+31.10	3192.76	3,276	+ 2.6
11.7	11.9	1289459.09	1,475,339	+14.41	6702.12	5,316	−20.7
12.6	11.2	1903733.30	2,280,658	+19.79	9894.88	8,592	−13.1
15.9	9.6	1955927.04	2,868,339	+56.87	10166.16	9,099	−10.5
12.9	13.5	1074664.32	1,252,100	+16.51	5585.70	3,788	−32.2
15.6	9.2	114906.03	156,988	+36.62	597.24	416	−30.3
14.8	10.9	3145497.39	4,277,427	+35.98	16349.10	13,303	−18.6
14.0	11.0	5049230.69	6,558,085	+29.88	26243.98	21,895	−16.5
13.8	13.3	582222.21	517,474	−11.12	3026.17	1,720	−43.1
14.0	12.6	841394.60	827,890	− 1.60	4373.25	3,084	−29.5
12.8	12.8	847997.03	849,794	+ 0.21	4407.56	3,696	−16.1
13.5	12.9	2271613.84	2,195,158	− 3.35	11806.98	8,500	−28.0
10.2	12.9	2351749.25	2,991,746	+27.21	12223.50	14,907	+21.9
10.2	12.9	2351749.25	2,991,746	+27.21	12223.50	14,907	+21.9
11.8	12.9	4623363.09	5,186,904	+12.18	24030.48	23,407	− 2.5

(Continued on P.

TABLE XIII.—Comparison of the Different Districts

Divisions.	Progress of Instruction.			
DISTRICTS AND COUNTIES.	Proportion per Cent. of the Men Married who Signed the Marriage Register with Marks in the Year ending 30th June, 1840.	Proportion per Cent. of the Men Married who signed the Marriage Register with Marks, in the Year ending 31st Dec. 1844.	Excess or Deficiency per Cent. of the Men Signing the Marriage Register with Marks in 1844, as compared with the Number in 1839—40.	Calculated Number of Men Signing the Marriage Register with Marks which should have been found in 1844, on the Average of all England and Wales upon the like Number of Marriages.
. .	14	15	16	17
III. METROPOLITAN COUNTIES; BOTH IN THE HIGHEST SCALE OF INSTRUCTION.				
Middlesex	13.	13.	..	5215.04
Surrey	16.	15.	—1.	1694.76
Total—Most Instruction	13.6	13.6	..	6909.80
IV. NORTH MIDLAND AND NORTH EASTERN AGRICULTURAL COUNTIES.				
IV. A. Counties of Least Instruction, being the North Midland Counties :—				
Hereford	39.	36.	—3.	209.61
Shropshire	44.	40.	—4.	520.14
Total—Least Instruction . . .	42.4	39.1	—3.3	729.75
IV. B. Counties of Most Instruction, being the North Eastern Counties :—				
Lincolnshire	34.	32.	—2.	838.78
Northamptonshire	37.	38.	+1.	537.99
Rutlandshire	28.	20.	—8.	47.05
Total—Most Instruction	34.7	33.6	—1.1	1423.82
Total—North Midland and North Eastern Agricultural Counties	37.2	35.5	—1.7	2153.57
V. SOUTH MIDLAND AGRICULTURAL COUNTIES, WITH DOMESTIC MANUFACTURES.				
V. A. Counties of Least Instruction :—				
Bedfordshire	54.	50.	—4.	322.85
Buckinghamshire	46.	42.	—4.	304.03
Hertfordshire	52.	50.	—2.	324.80
Total—Least Instruction . . .	50.9	47.3	—3.6	951.68
V. B. Counties of Most Instruction :—				
Somersetshire	37.	36.	—1.	1051.64
Total—Most Instruction	37.	36.	—1.	1051.64
Total—South Midland Agricultural Counties, with Domestic Manufactures	43.5	41.3	—2.2	2003.32

of England and Wales, &c.—*continued.*

Ignorance.		Improvident Marriages.			Bastardy—1830.		
Actual Number of Men Signing the Marriage Register with Marks in the Year 1844.	Proportion per Cent. of Men Signing the Marriage Register with Marks in 1844, above and below the Average of all England and Wales upon the like Number of Marriages.	Calculated Number of Marriages of Men under 21 Years of Age which would be found in the like Number of Marriages on the Average of all England and Wales in 1844.	Actual Number of Men Married under 21 Years of Age in 1844.	Proportion per Cent. of Marriages of Men under 21 Years of Age above and below the Average on the like Number of Marriages in 1844 in all England and Wales.	Calculated Number of Baptisms of Illegitimate Children which would have appeared on the Parish Registers of 1830, and been brought to account in the Census of 1831, on the Average of England and Wales.	Number of Baptisms of Illegitimate Children Registered 1830 in the Parish Registers, brought to account in the Census of 1831.	Proportion per Cent. of the Baptisms Registered in 1830 which were of Illegitimate Children above and below the Average of all England and Wales upon the like Number of Baptisms.
18	19	20	21	22	23	24	25
2,102	−59.7	670.22	249	−62.8	1857.12	905	−51.3
793	−53.2	217.80	84	−61.6	682.52	309	−56.6
2,895	−58.1	888.02	333	−62.5	2539.64	1,214	−52.2
233	+11.2	26.93	15	−45.9	152.32	234	+53.6
648	+24.6	66.84	36	−46.7	332.29	495	+48.9
881	+20.7	93.77	51	−46.0	484.61	729	+50.4
826	− 1.5	107.78	112	+ 3.9	533.51	538	+ 0.8
622	+15.6	69.14	109	+57.9	253.63	201	−20.7
29	−38.4	6.04	2	−67.3	29.90	26	−13.1
1,477	+ 3.7	182.96	223	+21.9	817.04	765	− 6.3
2,358	+ 9.5	276.73	274	− 1.0	1301.65	1,494	+14.8
494	+53.0	41.41	102	+147.8	139.15	91	−34.6
396	+30.2	39.07	66	+ 69.0	209.30	182	−13.0
499	+53.8	40.98	86	+112.5	207.41	142	−31.5
1,389	+45.9	121.46	254	+109.5	555.86	415	−25.4
1,163	+10.6	135.15	144	+ 6.5	585.09	503	−14.0
1,163	+10.6	135.15	144	+ 6.5	585.09	503	−14.0
2,552	+27.3	256.61	398	+55.2	1140.95	918	−19.5

TABLE XIII.—Comparison of the Different Districts

Divisions.	Bastardy—1842.			
DISTRICTS AND COUNTIES.	Calculated Number of Illegitimate Children in Proportion to the Total Number of Registered Births on the Average of all England and Wales in 1842.	Actual Number of Illegitimate Children which are plainly detected in the Registry of Births for 1842 by the defective nature of the Entries.	Proportion per Cent. of Illegitimate Children above and below the Average of all England and Wales, in the Year 1842, upon the like Number of Registered Births.	Calculated Number of Paupers which should be found in 1844 in Proportion to the Population in 1841, on the Average of all England and Wales.
. .	26	27	28	29
III. METROPOLITAN COUNTIES; BOTH IN THE HIGHEST SCALE OF INSTRUCTION.				
Middlesex	3312.46	1,697	−48.8	77978.13
Surrey	1263.84	657	−48.0	47504.08
Total—Most Instruction . . .	4576.30	2,354	−48.5	125482.21
IV. NORTH MIDLAND AND NORTH EASTERN AGRICULTURAL COUNTIES.				
IV. A. Counties of Least Instruction, being the North Midland Counties:—				
Hereford	184.42	292	+58.3	10256.96
Shropshire	444.98	614	+38.0	17706.01
Total—Least Instruction . . .	629.40	906	+43.9	27962.97
IV. B. Counties of Most Instruction, being the North Eastern Counties:—				
Lincolnshire	808.51	756	− 6.5	33024.96
Northamptonshire	467.56	442	− 5.4	18275.51
Rutlandshire	49.60	50	+ 0.8	2146.05
Total—Most Instruction	1325.67	1,248	− 5.8	53446.52
Total—North Midland and North Eastern Agricultural Counties	1955.07	2,154	+10.2	81409.49
V. SOUTH MIDLAND AGRICULTURAL COUNTIES, WITH DOMESTIC MANUFACTURES.				
V. A. Counties of Least Instruction:—				
Bedfordshire	274.61	316	+15.1	10414.88
Buckinghamshire	315.40	343	+ 8 8	13007.32
Hertfordshire	361.31	378	+ 4.6	16327.08
Total—Least Instruction . . .	951.32	1,037	+ 9.0	39749.28
V. B. Counties of Most Instruction:—				
Somersetshire	921.21	854	− 7.3	42116.43
Total—Most Instruction . . .	921.21	854	− 7.3	42116.43
Total—South Midland Agricultural Counties, with Domestic Manufactures	1872.53	1,891	+ 0.9	81865.71

of England and Wales, &c.—*continued.*

Pauperism.		Savings.			Crime.		
Actual Number of Paupers Relieved in each County during the Quarter ended Lady-day, 1844.	Proportion per Cent. of Paupers Relieved in the first Quarter of 1844 above and below the Average of all England and Wales upon the like Population.	Calculated Amount of Deposits in Savings' Banks 20th Nov., 1844, which should be found in Proportion to the Population of each County in 1841, on the Average of all England and Wales.	Actual Amount of Deposits in Savings' Banks, 20th Nov., 1844, in each County.	Proportion per Cent. of Deposits in Savings' Banks, 20th Nov., 1844, above and below the Average on the like Population in England and Wales in 1841.	Calculated Annual Average of Commitments to Assizes and Quarter Sessions in all England and Wales in Three Years, 1842, 1843, and 1844, out of a Male Population of the like Number and Ages.	Actual Annual Commitments to Assizes and Quarter Sessions in the Three Years, 1842, 1843, and 1844: Males.	Proportion per Cent. of Commitments above and below the calculated Average for all England and Wales on the same Amount of Male Population of the like Ages.
30	31	32	33	34	35	36	37
		£.	£.				
68,579	−12.0	2,532,078	4,603,513	+81.8	2379.33	2263.44	− 4.9
41,170	−13.3	935,781	793,011	−15.2	840.22	1321.30	+57.3
109,749	−12.5	3,467,859	5,396,524	+55.6	3219.55	3584.74	+11.3
10,419	+ 1.5	182,888	225,062	+23.0	165.44	197.33	+19.3
17,204	− 2.9	383,911	615,601	+60.3	353.62	398.67	+12.7
27,623	− 1.2	566,799	840,663	+48.3	519.06	596.00	+14.8
26,663	−19.2	582,339	532,951	− 8.4	539.38	433.67	−19.6
21,951	+20.1	319,960	273,541	−14.5	292.43	260.67	−10.9
2,222	+ 3.5	34,211	..	..	30.75	31.33	+ 1.9
50,836	− 4.9	936,510	806,492	−13.9	862.56	725.67	−15.9
78,459	− 3.6	1,503,309	1,647,155	+ 8.7	1381.62	1321.67	− 4.3
13,218	+26.9	173,345	133,388	−23.0	150.46	182.67	+21.4
19,479	+49.7	250,509	142,609	−43.0	219.22	263.00	+20.0
19,192	+17.5	252,475	135,772	−46.2	226.18	258.33	+14.2
51,889	+30.5	676,329	411,769	−39.1	595.86	704.00	+18.2
53,010	+25.8	700,187	744,610	+ 6.3	611.47	842.67	+37.6
53,010	+25.8	700,187	744,610	+ 6.3	611.47	842.67	+37.6
104,899	+28.1	1,376,516	1,156,379	−15.9	1207.33	1546.67	+28.1

TABLE XIII.—Comparison of the Different Distr

Divisions.	Inhabitants.	Distribution of the People.		Per
DISTRICTS AND COUNTIES.	Population in 1841.	Number of Inhabitants to 100 Statute Acres in 1841.	Proportion per Cent. of Inhabitants to 100 Acres above and below the Average of England and Wales.	Proper per Ce to wh Popula of Dome Servan 1841
Column 1.	2	3	4	5
VI. WESTERN (AND CHIEFLY CELTIC) AGRICULTURAL AND MINING COUNTIES.				
VI. A. Counties of Least Instruction:—				
South Wales	515,283	19.0	−55.8	6.
North Wales	396,320	19.4	−54.9	
Monmouthshire	134,355	42.3	− 1.6	5.
Total—Least Instruction	1,045,958	20.6	−52.1	6.
VI. B. Counties of Most Instruction:—				
Cornwall	341,279	39.8	− 7.4	5.
Total—Most Instruction	341,279	39.8	− 7.4	5.
Total—Western Agricultural and Mining Counties	1,387,237	23.3	−22.5	6.
VII. NORTHERN AGRICULTURAL AND MINING COUNTIES.				
VII. A. Counties of Least Instruction:—				
Westmorland	56,454	11.6	−73.0	7.
North Riding	204,122	15.5	−63.9	6.
Durham	324,284	46.2	+ 7.4	4.
Total—Least Instruction	584,860	23.8	−44.6	5.
VII. B. Counties of Most Instruction:—				
Cumberland	178,038	18.3	−57.4	6.
East Riding (with City and Ainsty)	233,257	30.5	−29.1	7.
Northumberland	250,278	20.9	−51.4	5.
Total—Most Instruction	661,573	22.8	−47.0	6.
Total—Northern Agricultural and Mining Counties	1,246,433	23.2	−46.0	6.

f England and Wales, &c.—*continued.*

f Social Organization.		Real Property.			Realized Properties.		
Proportion per Cent. of whole Population engaged in		Calculated Value of Real Property which should be found in 1843 in Proportion to the Population in 1841, on the Average of all England and Wales.	Actual Annual Value of Real Property assessed to the Property and Income Tax in each County, for the Year ending April, 1843.	Proportion per Cent. of Real Property in 1843, above and below the Average to the like Population throughout England and Wales.	Calculated Number of Persons of Independent Means which should be found in Proportion to the Population in 1841, on the Average of all England and Wales.	Actual Number of Persons of Independent Means according to Census of 1841.	Proportion per Cent. of Persons of Independent Means in 1841, above and below the Average of all England and Wales upon the like Population.
Agriculture, or as Graziers, Gardeners, &c.	Trade, Commerce, and Manufactures.						
6	7	8	9	10	11	12	13
		£.	£.				
10.3	10.5	2779510.18	1,908,780	−31.32	14446.83	15,163	+ 4.9
12.7	9.0	2137806.75	1,556,938	−27.17	11111.50	8,815	−20.7
6.5	13.1	724730.08	591,162	−18.44	3766.87	2,622	−30.4
10.7	10.3	5642047.01	4,056,880	−28.09	29325.20	26,600	− 9.3
7.9	9.3	1840907.72	1,353,261	−26.48	9568.34	9,077	− 5.1
7.9	9.3	1840907.72	1,353,261	−26.48	9568.34	9,077	− 5.1
10.0	10.0	7482954.73	5,410,141	−27.70	38893.54	35,677	− 8.3
11.6	13.8	304520.94	334,501	+ 9.84	1582.78	2,275	+43.7
13.8	11.6	1101063.26	961,307	−12.69	5722.91	6,389	+11.6
4.4	13.9	1749234.26	1,668,986	− 4.58	9091.85	8,231	− 9.4
8.4	13.1	3154818.46	2,964,794	− 6.02	16397.54	16,895	+ 3.0
8.8	14.6	960362.43	910,334	− 5.21	4991.60	6,597	+32.1
11.0	13.8	1258221.61	1,098,517	−12.69	6539.76	7,634	+16.7
6.9	14.9	1350035.32	1,542,434	+14.25	7016.97	6,875	− 2.0
8.8	14.4	3568619.36	3,551,285	− 0.48	18548.33	21,106	+13.8
8.6	13.8	6723437.82	6,516,079	− 3.08	34945.87	38,001	+ 8.7

(Continued c

TABLE XIII.—Comparison of the Different Districts

Divisions.	Progress of Instruction.			
DISTRICTS AND COUNTIES.	Proportion per Cent. of the Men Married who Signed the Marriage Register with Marks in the Year ending 30th June, 1840.	Proportion per Cent. of the Men Married who signed the Marriage Register with Marks in the Year ending 31st Dec., 1844.	Excess or Deficiency per Cent. of the Men Signing the Marriage Register with Marks in 1844, as compared with the Number in 1839—40.	Calculated Number of Men Signing the Marriage Register with Marks which should have been found in 1844, on the Average of all England and Wales upon the like Number of Marriages.
. .	14	15	16	17
VI. WESTERN (AND CHIEFLY CELTIC) AGRICULTURAL AND MINING COUNTIES.				
VI. A. Counties of Least Instruction:—				
South Wales	47.	45.	—2.	1296.94
North Wales	47.	41.	—6.	831.31
Monmouthshire	53.	50.	—3.	353.68
Total—Least Instruction. . . .	48.1	44.4	—3.7	2481.93
VI. B. Counties of Most Instruction:—				
Cornwall	35.7	36.3	+0.6	765.77
Total—Most Instruction. . . .	35.7	36.3	+0.6	765.77
Total—Western Agricultural and Mining Counties	45.2	42.4	—2.8	3247.70
VII. NORTHERN AGRICULTURAL AND MINING COUNTIES.				
VII. A. Counties of Least Instruction:—				
Westmorland	22.	21.	—1.	125.24
North Riding	23.	22.	—1.	437.39
Durham	27.	23.	—4.	863.11
Total—Least Instruction . . .	25.2	22.5	—2.7	1425.74
VII. B. Counties of Most Instruction:—				
Cumberland	16.	16.	..	323.18
East Riding (with City and Ainsty)	21.	20.	—1.	706.66
Northumberland	19.	16.	—3.	576.60
Total—Most Instruction. . . .	19.1	17.8	—1.3	1608.44
Total—Northern Agricultural and Mining Counties	21.9	20.0	— 1.9	3034.18

of England and Wales, &c.—*continued.*

norance.		Improvident Marriages.			Bastardy—1830.		
Actual Number of Men Signing the Marriage Register with Marks in the Year 1844.	Proportion per Cent. of Men Signing the Marriage Register with Marks in 1844, above and below the Average of all England and Wales upon the like Number of Marriages.	Calculated Number of Marriages of Men under 21 Years of Age which would be found in the like Number of Marriages on the Average of all England and Wales in 1844.	Actual Number of Men Married under 21 Years of Age in 1844.	Proportion per Cent. of Marriages of Men under 21 Years of Age above and below the Average on the like Number of Marriages in 1844 in all England and Wales.	Calculated Number of Baptisms of Illegitimate Children which would have appeared on the Parish Registers of 1830, and been brought to account in the Census of 1831, on the Average of England and Wales.	Number of Baptisms of Illegitimate Children Registered 1830 in the Parish Registers, brought to account in the Census of 1831.	Proportion per Cent. of the Baptisms Registered in 1830 which were of Illegitimate Children above and below the Average of all England and Wales upon the like Number of Baptisms.
18	19	20	21	22	23	24	25
1,806	+39.3	166.68	113	−32.3	368.12	948	+157.5
1,048	+26.1	106.83	75	−30.0	407.37	491	+ 20.5
542	+53.3	45.45	28	−38.8	85.84	142	+ 65.2
3,396	+36.8	318.96	216	−32.4	861.33	1,581	+ 83 5
856	+11.8	98.41	86	−12.7	448.25	280	−37.5
856	+11.8	98.41	86	−12.7	448.25	280	−37.5
4,252	+30.9	417.37	302	−27.6	1309.58	1,861	+42.1
80	−36.2	16.09	10	−38.1	87.15	88	+ 0.9
300	−31.4	56.21	32	+43.2	294.46	430	+46.0
612	−29.1	110.92	82	−26.3	401.86	380	− 5.4
992	−30.4	183.22	124	−32.3	783.47	898	+14.6
155	−52.1	41.53	31	−25.7	245.34	383	+56.1
446	−37.1	91.07	62	−31.9	305.06	356	+16.7
281	−51.3	74.10	68	− 8.1	305.90	404	+32.1
882	−45.1	206.70	161	−22.2	856.30	1,143	+46.8
1,874	−38.2	389.92	285	−26.9	1639.77	2,041	+24.5

TABLE XIII.—Comparison of the Different Districts

Divisions.	Bastardy—1842.			
DISTRICTS AND COUNTIES.	Calculated Number of Illegitimate Children in Proportion to the Total Number of Registered Births on the Average of all England and Wales in 1842.	Actual Number of Illegitimate Children which are plainly detected in the Registry of Births for 1842 by the defective nature of the Entries.	Proportion per Cent. of Illegitimate Children above and below the Average of all England and Wales, in the Year 1842, upon the like Number of Registered Births.	Calculated Number of Paupers which should be found in 1844 in Proportion to the Population in 1841, on the Average of all England and Wales.
. .	26	27	28	29
VI. WESTERN (AND CHIEFLY CELTIC) AGRICULTURAL AND MINING COUNTIES.				
VI. A. Counties of Least Instruction:—				
South Wales	1131.51	1,170	+ 3.4	47922.70
North Wales	718.65	807	+12.3	34019.29
Monmouthshire	329.99	227	−31.3	13922.03
Total—Least Instruction . . .	2180.15	2,204	+ 1.1	95864.02
VI. B. Counties of Most Instruction . . .				
Cornwall	773.55	489	−36.7	31577.45
Total—Most Instruction	773.55	489	−36.7	31577.45
Total—Western Agricultural and Mining Counties	2953.70	2,693	− 8.8	127441.47
VII. NORTHERN AGRICULTURAL AND MINING COUNTIES.				
VII. A. Counties of Least Instruction:—				
Westmorland	110.42	152	+37.8	5233.45
North Riding	379.45	501	+26.1	16730.59
Durham	810.39	681	−15.9	30212.23
Total—Least Instruction . . .	1300.26	1,334	+ 2.6	52176.27
VII. B. Counties of Most Instruction . .				
Cumberland	371.25	632	+70.3	16488.24
East Riding (with City and Ainsty)	496.26	506	+ 1.9	16701.96
Northumberland	586.66	594	+ 1.2	24650.81
Total—Most Instruction . . .	1454.17	1,732	+19.1	57841.01
Total—Northern Agricultural and Mining Counties	2754.43	3,066	+11.3	110017.28

England and Wales, &c.—*continued.*

erism.		Savings.			Crime.		
Actual mber of aupers lieved in County uring Quarter nded dy-day, 1844.	Proportion per Cent. of Paupers Relieved in the first Quarter of 1844 above and below the Average of all England and Wales upon the like Population.	Calculated Amount of Deposits in Savings' Banks 20th Nov., 1844, which should be found in Proportion to the Population of each County in 1841, on the Average of all England and Wales.	Actual Amount of Deposits in Savings' Banks, 20th Nov., 1844, in each County.	Proportion per Cent. of Deposits in Savings' Banks, 20th Nov., 1844, above and below the Average on the like Population in England and Wales in 1841.	Calculated Annual Average of Commitments to Assizes and Quarter Sessions in all England and Wales in Three Years, 1842, 1843, and 1844, out of a Male Population of the like Number and Ages.	Actual Annual Commitments to Assizes and Quarter Sessions in the Three Years, 1842, 1843, and 1844: Males.	Proportion per Cent. of Commitments above and below the calculated Average for all England and Wales on the same Amount of Male Population of the like Ages.
30	31	32	33	34	35	36	37
		£.	£.				
,782	— 6.5	827,545	286,451	—65.3	747.73	331.00	—55.7
,860	+28.8	636,490	313,345	—50.7	566.49	219.67	—61.2
,414	—32.4	215,774	93,387	—56.7	228.82	201.00	—12.1
,056	+ 2.3	1,679,809	693,183	—58.7	1543.04	751.67	—51.3
,361	—29.2	548,094	525,922	— 4.0	467.82	214.67	—54.1
,361	—29.2	548,094	525,922	— 4.0	467.82	214.67	—54.1
,417	— 5.5	2,227,903	1,219,105	—45.2	2010.86	966.34	—51.9
,223	+18.9	90,665	26,371	—70.9	82.96	27.00	—66.3
,962	—10.6	327,820	362,415	+10.5	304.59	233.22	—23.4
,611	—11.9	520,800	209,988	—59.6	487.83	249.33	—49.0
,796	— 8.4	939,285	598,774	—36.2	875.38	509.55	—41.8
,357	—31.1	285,929	219,457	—23.2	253.21	80.33	—68.2
,292	— 8.4	374,619	687,831	+83.6	348.06	266.50	—23.4
,390	— 1.0	401,947	477,476	+18.7	367.28	197.34	—46.3
,039	—11.8	1,062,495	1,384,764	+30.3	968.55	544.17	—43.8
,835	—10.2	2,001,780	1,983,538	— 0.9	1843.93	1053.72	—42.8

TABLE XIII.—Comparison of the Different Distric

Divisions.	Inhabitants.	Distribution of the People.		Festar
DISTRICTS AND COUNTIES.	Population in 1841.	Number of Inhabitants to 100 Statute Acres in 1841.	Proportion per Cent. of Inhabitants to 100 Acres above and below the Average of England and Wales.	Proportio per Cent. to whole Populatio of Domestic Servants i 1841.
Column 1.	2	3	4	5
VIII. NORTHERN AND MIDLAND MINING AND MANUFACTURING COUNTIES.				
VIII. A. Counties of Least Instruction:—				
Cheshire	395,660	58.8	+ 36.7	6.1
Lancashire	1,667,054	147.5	+243.0	4.4
West Riding	1,154,101	70.0	+ 62.8	3.7
Staffordshire	510,504	67.4	+ 56.7	4.6
Worcestershire	233,336	50.4	+ 17.2	4.7
Total—Least Instruction . . .	3,960,655	86.4	+100.9	4.4
VIII. B. Counties of Most Instruction:—				
Derbyshire	272,217	41.4	— 3.7	5.6
Gloucestershire	431,383	53.6	+24.6	7.2
Warwickshire	401,715	70.0	+62.8	5.9
Leicestershire	215,867	41.9	— 2.6	6.1
Nottinghamshire	249,910	46.7	+ 8.6	5.3
Total—Most Instruction . . .	1,571,092	51.3	+19.3	6.2
Total—North Midland Mining and Manufacturing Counties	5,531,747	72.3	+68.1	4.9

of England and Wales, &c.—*continued.*

of Social Organization.		Real Property.			Realized Properties.		
Proportion per Cent. of whole Population engaged in		Calculated Value of Real Property which should be found in 1843 in Proportion to the Population in 1841, on the Average of all England and Wales.	Actual Annual Value of Real Property assessed to the Property and Income Tax in each County, for the Year ending April, 1843.	Proportion per Cent. of Real Property in 1843, above and below the Average to the like Population throughout England and Wales.	Calculated Number of Persons of Independent Means which should be found in Proportion to the Population in 1841, on the Average of all England and Wales.	Actual Number of Persons of Independent Means, according to Census of 1841.	Proportion per Cent. of Persons of Independent Means in 1841, above and below the Average of all England and Wales upon the like Population
Agriculture, or as Graziers, Gardeners, &c.	Trade, Commerce, and Manufactures.						
6	7	8	9	10	11	12	13
		£.	£.				
6.7	23.5	2134246.61	1,889,937	−11.45	11093.00	8,444	−23.8
3.0	28.1	8992327.66	7,756,228	−13.74	46738.69	33,207	−28.9
4.3	24.6	6225385.83	5,435,205	−12.69	32357.18	21,550	−33.4
5.7	18.7	2753731.57	2,441,553	−11.33	14312.85	8,173	−42.9
10.1	16.7	1258647.75	1,332,538	+ 5.87	6541.97	5,231	−20.0
4.5	24.7	21364339.42	18,855,461	−11.74	111043.69	76,605	−31.0
7.1	18.9	1468377.42	1,379,025	− 6.08	7632.07	5,193	−31.9
7.2	15.1	2326941.58	2,074,515	−10.85	12094.56	16,002	+32.3
6.0	21.9	2166908.15	2,364,490	+ 9.11	11262.76	8,976	−20.3
7.9	19.2	1164417.46	1,376,384	+18.00	6052.20	4,377	−27.7
8.2	20.6	1348050.27	1,142,367	−15.26	7006.65	4,818	−31.2
7.1	18.9	8474694.88	8,335,781	− 1.63	44048.24	39,366	−10.6
5.2	23.1	29339034.30	27,192,242	− 8.87	155091.93	115,971	−25.2

(*Continued on p.* 262

TABLE XIII.—Comparison of the Different Distric

Divisions.	Progress of Instruction.			
DISTRICTS AND COUNTIES.	Proportion per Cent. of the Men Married who Signed the Marriage Register with Marks in the Year ending 30th June, 1840.	Proportion per Cent. of the Men Married who signed the Marriage Register with Marks in the Year ending 31st Dec., 1844.	Excess or Deficiency per Cent. of the Men Signing the Marriage Register with Marks in 1844, as compared with the Number in 1839—40.	Calculate Number of Men Signing th Marriage Register with Mark which shou have been found in 18 on the Average o all Englan and Wale upon the li Number of Marriages.
. .	14	15	16	17
VIII. NORTHERN AND MIDLAND MINING AND MANUFACTURING COUNTIES.				
VIII. A. Counties of Least Instruction :—				
Cheshire	37.	33.	—4.	854.68
Lancashire	39.	40.	+1.	5995.09
West Riding	41.	38.	—3.	3484.76
Staffordshire	43.	43.	..	1249.57
Worcestershire	45.	45.	..	925.74
Total—Least Instruction . . .	40.3	39.4	—0.9	12429.84
VIII. B. Counties of Most Instruction :—				
Derbyshire	32.	28.	—4.	611.32
Gloucestershire	30.	28.	—2.	1092.52
Warwickshire	34.	33.	—1.	1018.43
Leicestershire	34.	32.	—2.	591.52
Nottinghamshire	33.	33.	..	728.78
Total—Most Instruction . . .	32.4	30.6	—1.8	4034.57
Total—North Midland Mining and Manufacturing Counties	38.2	37.3	—0.9	16464.41

f England and Wales, &c.—*continued.*

norance.		Improvident Marriages.			Bastardy—1830.		
Actual Number of Men igning the Marriage gister with Marks the Year 1844.	Proportion per Cent. of Men Signing the Marriage Register with Marks in 1844, above and below the Average of all England and Wales upon the like Number of Marriages.	Calculated Number of Marriages of Men under 21 Years of Age which would be found in the like Number of Marriages on the Average of all England and Wales in 1844.	Actual Number of Men Married under 21 Years of Age in 1844.	Proportion per Cent. of Marriages of Men under 21 Years of Age above and below the Average on the like Number of Marriages in 1844 in all England and Wales.	Calculated Number of Baptisms of Illegitimate Children which would have appeared on the Parish Registers of 1830, and been brought to account in the Census of 1831, on the Average of England and Wales.	Number of Baptisms of Illegitimate Children Registered 1830 in the Parish Registers, brought to account in the Census of 1831.	Proportion per Cent. of the Baptisms Registered in 1830 which were of Illegitimate Children above and below the Average of all England and Wales upon the like Number of Baptisms.
18	19	20	21	22	23	24	25
858	+ 0.4	109.84	153	+39.6	460.79	588	+27.6
7,326	+22.1	770.48	831	+ 7.8	1965.26	2,930	+49.1
4,014	+17.9	437.57	734	+67.8	1348.95	1,534	+13.7
1,641	+31.3	160.59	215	+34.0	650.31	736	+13.0
1,271	+37.3	128.97	151	+17.2	343.25	345	+ 0.5
15,110	+21.5	1607.45	2,084	+29.6	4768.56	6,133	+28.6
528	−13.6	78.56	86	+ 9.5	338.95	372	+ 9.7
948	−13.2	140.40	133	− 5.1	568.72	458	−19.5
1,014	+ 0.3	129.85	130	+ 0.1	519.03	425	−18.1
575	− 2.8	76.02	160	+110.5	260.04	224	−13.8
743	+ 1.9	93.66	148	+ 58.4	385.07	356	− 7.5
3,808	− 5.6	518.49	657	+ 26.7	2071.81	1,835	−11.4
18,918	+14.9	2125.94	2,741	+ 28.9	6840.37	7,968	+16.5

TABLE XIII.—Comparison of the Differen

Divisions.	Bastardy—1842.			
DISTRICTS AND COUNTIES.	Calculated Number of Illegitimate Children in Proportion to the Total Number of Registered Births on the Average of all England and Wales in 1842.	Actual Number of Illegitimate Children which are plainly detected in the Registry of Births for 1842 by the defective nature of the Entries.	Proportion per Cent. of Illegitimate Children above and below the Average of all England and Wales, in the Year 1842, upon the like Number of Registered Births.	
. .	26	27	28	
VIII. NORTHERN AND MIDLAND MINING AND MANUFACTURING COUNTIES.				
VIII. A. Counties of Least Instruction:—				
Cheshire	776.05	1,089	+40.3	3
Lancashire	4341.34	5,592	+28.8	1
West Riding	2699.39	2,842	+ 5.3	
Staffordshire	1059.80	1,168	+10.2	
Worcestershire	811.73	752	− 7.3	
Total—Least Instruction . . .	9688.31	11,443	+18.1	2
VIII. B. Counties of Most Instruction:—				
Derbyshire	518.98	626	+20.6	
Gloucestershire	814.42	737	− 9.5	
Warwickshire	879.21	671	−23.7	
Leicestershire	468.37	501	+ 6.9	
Nottinghamshire	596.80	876	+46.8	
Total—Most Instruction	3277.78	3,411	+ 4.1	1
Total—North Midland Mining and Manufacturing Counties	12966.09	14,854	+14.6	4

and and Wales, &c.—*continued.*

		Savings.			Crime.		
	Proportion per Cent. of Paupers Relieved in the first Quarter of 1844 above and below the Average of all England and Wales upon the like Population.	Calculated Amount of Deposits in Savings' Banks 20th Nov., 1844, which should be found in Proportion to the Population of each County in 1841, on the Average of all England and Wales.	Actual Amount of Deposits in Savings' Banks, 20th Nov., 1844, in each County.	Proportion per Cent. of Deposits in Savings' Banks, 20th Nov., 1844, above and below the Average on the like Population in England and Wales in 1841.	Calculated Annual Average of Commitments to Assizes and Quarter Sessions in all England and Wales in Three Years, 1842, 1843, and 1844, out of a Male Population of the like Number and Ages.	Annual Average Commitments to Assizes and Quarter Sessions in the Three Years, 1842, 1843, and 1844: Males.	Proportion per Cent. of Commitments above and below the calculated Average for all England and Wales on the same Amount of Male Population of the like Ages.
	31	32	33	34	35	36	37
		£.	£.				
4	−30.0	635,430	612.772	− 3.5	588.03	792.00	+34.5
9	−14.5	2,677,290	2,150,766	−19.7	2546.67	2802.67	+10.1
7	−19.6	1,853,487	1,206,595	−34.9	1722.14	1318.61	−23.4
6	−25.8	819,870	520,470	−36.5	784.75	962.67	+22.7
5	−12.2	374,738	423,108	+12.9	334.35	517.33	+54.7
1	−18.9	6,360,815	4,913,711	−22.7	5975.94	6393.28	+ 6.9
1	−44.4	437,181	358,389	−18.0	401.05	270.00	−32.7
0	− 3.0	692,801	869,108	+25.4	605.67	933.00	+54.0
3	−23.9	645,155	502,389	−22.1	592.98	824.33	+39.0
7	+18.1	346,682	196,929	−43.2	306.62	430.33	+40.3
1	−26.0	401,356	452,814	+12.8	355.01	307.00	−12.5
2	−15.1	2,523,175	2,379,629	− 5.7	2257.33	2764.66	+22.5
3	−17.8	8,883,990	7,293,340	−17.9	8233.27	9157.94	+11.2

TABLE XIII.—Comparison of the Different Distric

Divisions.	Inhabitants.	Distribution of the People.		Feature
DISTRICTS AND COUNTIES.	Population in 1841.	Number of Inhabitants to 100 Statute Acres in 1841.	Proportion per Cent. of Inhabitants to 100 Acres above and below the Average of England and Wales.	Proportion per Cent. to whole Population of Domestic Servants in 1841.
Column 1.	2	3	4	5
Least Instructed Districts:—				
II. THE SOUTH MIDLAND AND EASTERN AGRICULTURAL COUNTIES (EXCLUSIVE OF THE METROPOLITAN) . .	1,877,247	32.4	−24.6	5.8
V. THE SOUTH MIDLAND AGRICULTURAL AND MANUFACTURING COUNTIES. .	857,108	39.1	− 9.1	6.1
VI. THE WESTERN (CELTIC) AGRICULTURAL AND MINING COUNTIES . .	1,387,237	23.3	−22.5	6.5
VIII. THE NORTHERN AND MIDLAND MANUFACTURING AND MINING COUNTIES .	5,531,747	72.3	+68.1	4.9
Total of the Least Instructed Districts . .	9,653,339	44.8	+ 4.2	5.4
Most Instructed Districts:—				
I. THE SOUTHERN AGRICULTURAL AND MARITIME COUNTIES.	1,911,597	37.0	− 13.9	6.9
III. THE TWO METROPOLITAN COUNTIES .	2,159,314	330.1	+667.7	9.3
IV. THE NORTH MIDLAND AGRICULTURAL COUNTIES	936,058	24.5	− 43.0	7.1
VII. THE NORTHERN AGRICULTURAL AND MINING COUNTIES	1,246,433	23.2	− 46.0	6.0
Total of the Most Instructed Districts . .	6,253,402	41.7	− 3.0	7.6
Grand Total of England and Wales . . .	15,906,741	43.0	..	6.3

NOTES TO THE ABOVE TABLE.

Column 1. The counties are grouped according to their prevailing industry and geographic position, and each group is then divided into two sections, in one of which appear the counties least, and in the other those of most instruction.

Columns 2—7. From the Enumeration Abstracts of the Census of 1841, with express calcul tions for each district and section.

Columns 8—10. From the materials contained in the Real Property Return, No. 102, of th House of Commons' Papers, during the Session of 1845. The several Ridings of Yorkshire a not distinguished in that Paper, and I have therefore been compelled to distribute the total asse

of England and Wales, &c.—*continued.*

of Social Organization.		Real Property.			Realized Properties.		
Proportion per Cent. of whole Population engaged in		Calculated Value of Real Property which should be found in 1843 in Proportion to the Population in 1841, on the Average of all England and Wales.	Actual Annual Value of Real Property assessed to the Property and Income Tax in each County, for the Year ending April, 1843.	Proportion per Cent. of Real Property in 1843, above and below the Average to the like Population throughout England and Wales.	Calculated Number of Persons of Independent Means which should be found in Proportion to the Population in 1841, on the Average of all England and Wales.	Actual Number of Persons of Independent Means, according to Census of 1841.	Proportion per Cent. of Persons of Independent Means in 1841, above and below the Average of all England and Wales upon the like Population.
Agriculture, or as Graziers, Gardeners, &c.	Trade, Commerce, and Manufacture.						
6	7	8	9	10	11	12	13
		£.	£.				
13.6	10.4	10126138.72	10,902,359	+ 7.66	52631.81	44,875	−14.7
11.8	12.9	4623363.09	5,186,904	+12.18	24030.48	23,407	− 2.5
10.0	10.0	7482954.73	5,410,141	−27.70	38893.54	35,677	− 8.3
5.2	23.1	29839034.30	27,192,242	− 8.87	155091.93	115,971	−25.2
8.1	17.8	52071490.54	48,691,646	− 6.49	270647.76	219,930	−18.7
9.5	11.0	10311427.56	9,752,506	− 5.42	53594.87	65,248	+21.7
2.0	18.9	11647648.49	14,284,919	+22.64	60540.04	100,899	+66.6
14.0	11.0	5019230.69	6,558,085	+29.88	26243.98	21,895	−16.5
8.6	13.8	6723437.82	6,516,079	− 3.08	34945.87	38,001	+ 8.7
7.6	14.3	33731744.56	37,111,589	+10.02	175324.76	226,043	+28.9
7.9	16.5	85803235.40	85,803,235	..	445972.52	445,973	..

ment of that county amongst them in the proportion of their population; and hence arises the factitious equality which will be observed.

Columns 11—13. From the materials contained in the Occupation Abstract of the Census of 1841.

Columns 14—22. From the Tables and the materials contained in the Annual Reports of the Registrar General.

Columns 23—25. From the materials supplied by the Parish Register Abstract, published with the Census Returns of 1831. They are inserted to check the figures in the next three columns.

Columns 26—28. From materials contained in the Sixth Annual Report of the Registrar

TABLE XIII.—Comparison of the Different Districts

Divisions.	Progress of Instruction.			
DISTRICTS AND COUNTIES.	Proportion per Cent. of the Men Married who Signed the Marriage Register with Marks in the Year ending 30th June, 1840.	Proportion per Cent. of the Men Married who Signed the Marriage Register with Marks in the Year ending 31st Dec., 1844.	Excess or Deficiency per Cent. of the Men Signing the Marriage Register with Marks in 1844, as compared with the Number in 1839—40.	Calculated Number of Men Signing the Marriage Register with Marks which should have been found in 1844, on the Average of all England and Wales upon the like Number of Marriages.
Column 1.	14	15	16	17
Least Instructed Districts:—				
II. The South Midland and Eastern Agricultural Counties (exclusive of the Metropolitan . .	45.6	43.4	−2.2	4361.97
V. The South Midland Agricultural and Manufacturing Counties .	43.5	41.3	−2.2	2003.32
VI. The Western (Celtic) Agricultural and Mining Counties . .	45.2	42.4	−2.8	3247.70
VIII. The Northern and Midland Manufacturing and Mining Counties .	38.2	37.3	−0.9	16464.41
Total of the Least Instructed Districts . .	49.9	48.3	−1.6	26077.40
Most Instructed Districts:—				
I. The Southern Agricultural and Maritime Counties	29.8	28.9	−0.9	4737.05
III. The Two Metropolitan Counties .	13.6	13.6	..	6909.80
IV. The North Midland Agricultural Counties	37.2	35.5	−1.7	2153.57
VII. The Northern Agricultural and Mining Counties	21.9	20.0	−1.9	3034.18
Total of the Most Instructed Districts . .	22.7	21.9	−0.8	16834.60
Grand Total of England and Wales . . .	33.6	32.4	−1.2	42912.00

General, which contains an abstract of the number of entries which are obviously of illegitimate children, upon the Register of Births for the year 1842. There is a general coincidence in the results obtained from these different sources, sufficient to establish their value; but there is a marked failure of it in the case of Monmouthshire and South Wales, which throws a light of suspicion upon the accuracy of the more recent results, as regards this district; for the want of agreement does not extend to other border counties, or to North Wales. This failure of coincidence being chiefly in regard to a population thickly aggregated around the coal and iron works, and notoriously in a very low moral condition, it is rather to be concluded that the Registrars, whose books do not require them expressly to distinguish the illegitimate children, have entered

of England and Wales, &c.—*continued.*

Ignorance.		Improvident Marriages.			Bastardy—1830.		
Actual Number of Men Signing the Marriage Register with Marks in the Year 1844.	Proportion per Cent. of Men Signing the Marriage Register with Marks in 1844, above and below the Average of all England and Wales upon the like Number of Marriages.	Calculated Number of Marriages of Men under 21 Years of Age which would be found in the like Number of Marriages on the Average of all England and Wales in 1844.	Actual Number of Men Married under 21 Years of Age in 1844.	Proportion per Cent. of Marriages of Men under 21 Years of Age above and below the Average on the like Number of Marriages in 1844, in all England and Wales.	Calculated Number of Baptisms of Illegitimate Children which would have appeared on the Parish Registers of 1830, and been brought to account in the Census of 1831, on the Average of England and Wales.	Number of Baptisms of Illegitimate Children Registered 1830, in the Parish Registers, brought to account in the Census of 1831.	Proportio per Cent. the Baptis Registere in 1830 which we of Illegitim Childrer above and belov the Avera of all England a Wales upon the like Numb of Baptisms
18	19	20	21	22	23	24	25
5,836	+33.8	560.58	778	+38.8	2682.84	2,433	− 9.3
2,552	+27.3	256.61	398	+55.2	1140.95	918	−19.5
4,252	+30.9	417.37	302	−27.6	1309.58	1,861	+42.1
18,918	+14.9	2125.94	2,741	+28.9	6840.37	7,968	+16.5
31,558	+21.0	3360 . 0	4,219	+25.5	11973.74	13,180	+10.0
4,227	−10.8	601.23	404	−32.8	2584.28	2,110	−18.3
2,895	−58.1	888.02	333	−62.5	2539.64	1,214	−52.2
2,358	+ 9.5	276.73	274	− 1.0	1301.65	1,494	+14.8
1,874	−38.2	389.92	285	−26.9	1639.77	2,041	+24.5
11,354	−32.5	2155.90	1,296	−39.9	8065.34	6,859	−14.9
42,912	..	5515.40	5,515	..	20039.08	20,039	..

without any mark of distinction the children of many parents living together, but not in wedlock, which, in the baptismal registers, would have appeared as illegitimate children. Under these circumstances, I am disposed to adopt the testimony of the parish registers of 1830 as more accurately describing the state of this district than the accidental evidence derived from the present registers of births. So marked a deficiency of course affects the averages for other districts, but affecting them all equally, their relative value is not destroyed. If, however, their general tenor had not been supported by the earlier record, I should have preferred the results of the latter alone, though less recent; for while defective in the numbers registered, it must be tolerably accurate in the proportions of the illegitimate among those brought into account.

TABLE XIII.—Comparison of the Different Districts

Divisions.	Bastardy—1842.			
DISTRICTS AND COUNTIES.	Calculated Number of Illegitimate Children in Proportion to the Total Number of Registered Births on the Average of all England and Wales in 1842.	Actual Number of Illegitimate Children which are plainly detected in the Registry of Births for 1842 by the defective nature of the Entries.	Proportion per Cent. of Illegitimate Children above and below the Average of all England and Wales in the Year 1842 upon the like Number of Registered Births.	Calculated Number of Paupers which should be found in 1844, in Proportion to the Population in 1841, on the Average of all England and Wales.
. .	26	27	28	29
Least Instructed Districts:—				
II. THE SOUTH MIDLAND AND EASTERN AGRICULTURAL COUNTIES (EXCLUSIVE OF THE METROPOLITAN) . .	3917.66	4,409	+12.6	164146.71
V. THE SOUTH MIDLAND AGRICULTURAL AND MANUFACTURING COUNTIES .	1872.53	1,891	+ 0.9	81865.71
VI. THE WESTERN (CELTIC) AGRICULTURAL AND MINING COUNTIES . .	2953.70	2,693	− 8.8	127441.47
VIII. THE NORTHERN AND MIDLAND MANUFACTURING AND MINING COUNTIES .	12966.09	14,854	+14.6	408694.68
Total of the Least Instructed Districts . .	21709.98	23,847	+ 9.9	782148.57
Most Instructed Districts:—				
I. THE SOUTHERN AGRICULTURAL AND MARITIME COUNTIES	3800.17	3,375	−11.2	150625.12
III. THE TWO METROPOLITAN COUNTIES .	4576.30	2,354	−48.5	125482.21
IV. THE NORTH MIDLAND AGRICULTURAL COUNTIES	1955.07	2,154	+10.2	81409.49
VII. THE NORTHERN AGRICULTURAL AND MINING COUNTIES	2754.43	3,066	+11.3	110017.28
Total of the Most Instructed Districts . .	13085.97	10,949	−16.5	467534.10
Grand Total of England and Wales . . .	34795.95	34,796	..	1249682.67

Columns 29—31. From the materials contained in the Twelfth Annual Report of the Poor Law Commissioners, 1846. The Poor Law counties are not quite co-terminous with the several counties, as their population is here given; but the per centages are struck on the population to which the Poor Law returns refer. The year 1844 was one of manufacturing prosperity, and hence, in part, the favourable state of the manufacturing counties as compared with the agricultural; but the latter have generally an excess of pauperism, notwithstanding the constant influx into the former in search of employment.

Columns 32—34. From the materials contained in a "Summary of the Savings' Banks of England, Scotland, Wales and Ireland," by John Tidd Pratt, Esq., the barrister-at-law appointed

of England and Wales, &c.—*continued.*

Pauperism.		Savings.			Crime.		
Actual Number of Paupers Relieved in each County during the Quarter ended Lady-day, 1844.	Proportion per Cent. of Paupers Relieved in the first Quarter of 1844, above and below the Average of all England and Wales upon the like Population.	Calculated Amount of Deposits in Savings' Banks 20th Nov., 1844, which should be found in Proportion to the Population of each County in 1841, on the Average of all England and Wales.	Actual Amount of Deposits in Savings' Banks 20th Nov., 1844, in each County.	Proportion per Cent. of Deposits in Savings' Banks, 20th Nov., 1844, above and below the Average on the like Population in England and Wales in 1841.	Calculated Annual Average of Commitments to Assizes and Quarter Sessions in all England and Wales in Three Years, 1842, 1843, and 1844, out of a Male Population of the like Number and Ages.	Actual Annual Commitments to Assizes and Quarter Sessions in the Three Years, 1842, 1843, and 1844: Males.	Proportion per Cent. o Commitmen above and below the Calculated Average fo all England and Wales, on the sam Amount of Male Population of the like Ages.
30	31	32	33	34	35	36	37
		£.	£.				
229,001	+39.5	3,014,853	2,783,056	− 7.6	2681.16	3021.90	+12.7
104,899	+28.1	1,376,516	1,156,379	−15.9	1207.33	1546.67	+28 1
120,417	− 5.5	2,227,903	1,219,105	−45.2	2010.86	966.34	−51.9
335,703	−17.8	8,883,990	7,293,340	−17.9	8233.27	9157.94	+11.2
790,020	+ 1.0	15,503,262	12,451,880	−19.6	14132.62	14692.85	+ 4.0
172,619	+14.6	3,070,027	4,067,140	+32.4	2702.28	2627.69	− 2.8
109,749	−12.5	3,467,859	5,396,524	+55.6	3219.55	3584.74	+11.3
78,459	− 3.6	1,503,309	1,647,155	+ 8 7	1381.62	1321.67	− 4.3
98,835	−10.2	2,001,780	1,983,538	− 0.9	1843.93	1053.72	−42.8
459,662	− 1.7	10,042,975	13,094,357	+30.3	9147.38	8587.82	− 6.1
1249,682	..	25,546,237	25,546,237	..	23280.00	23280.67	..

to certify the rules of Savings' Banks and of Friendly Societies, &c., &c. London, 1846. The districts for which the Banks serve are not exactly co-terminous with the several counties.

Columns 35—37. From the Criminal Tables of 1843 and 1844, compiled by Samuel Redgrave, Esq., of the Home Office, and annually laid before Parliament. In the case of the metropolitan counties, a correction has been made by distributing the committals to the Central Criminal Court to the several counties in proportion to the population of each comprised within the limits of that Court; a rude correction, but one which gives a nearer approximation to the truth than a reference of the whole of those cases to the county of Middlesex. In like manner the crime of Yorkshire has been distributed among its several Ridings.

TABLE XIV.—EDUCATION in the MINING and MANUFACTURING DISTRICT of SOUTH STAFFORDSHIRE, extracted from a Report to the Council of the Statistical Society of London.

"It is the northernmost part of the district which has been selected for the present inquiry, for the convenience of the agent; but its social features are those of the whole of the contiguous region, in which the population is employed in the mining of coal and iron, the working of blast furnaces, and the manufacture of the metal produced into heavy articles of cast-iron, or into the ruder of the wares that are formed out of wrought iron, such as nails, locks, and saddlers' ironmongery. The total population of this district is about 300,000, of which one-third is included within the limits of the Parliamentary borough of Wolverhampton, embracing an area of 16,630 acres, within which the population, in 1841, was 93,245. It was concerning the public day and Sunday schools existing within this area that inquiry was made at the close of 1846. Instead of making an additional 7½ per cent. to this number for the increase of population since 1841, 15 per cent. is deducted from it, leaving 79,259 out of the 100,000 of which the population now consists, to represent the total of the *labouring* population, while the other fifth is estimated to be the extreme number of those who make use of *private day schools* for the *instruction* of their children, and not merely of *private out-of-the-way schools* or kitchens to keep infants out of danger. For purposes of *instruction*, the labouring classes of England have never had their own *private day* schools, but a small proportion of their children have been sent to private schools mainly supported by the lower of the middle classes, such as I have described under the name of village schools, there to learn to read only, or to learn nothing, as it may happen, to the lower sections of schools virtually unorganized. Free trade in schooling never made any further advance towards the *instruction* of the labouring classes. The defective parochial endowments for their education, made at and after the Reformation, having become almost universally abused before the close of the last century, their education had then to be begun, not by private competition, but by the *public* Sunday schools, presently followed by the institution of *public* day schools; and it is these *public* schools alone that are worthy of notice in endeavouring to estimate the means of instruction available to the labouring classes in the remoter parts of the country. The following table shows the number of children in such public day schools out of the working population of 79,259, to be found within the Parliamentary borough of Wolverhampton:—

NUMBER of CHILDREN and YOUNG PERSONS at each of Four Periods of Age, in the Gross Population, and in the Schools.

Periods of Age.	In the Population of 79,259 relying on Public Schools.			Day Schools. Number on the Books of all the Day Schools, including Infant Schools.			Sunday Schools. Number on the Books of all the Sunday Schools.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Not exceeding 5 years of age	6,030	6,225	12,255	620	575	1,195	727	725	1,452
5 and not exceeding 10 years of age	4,843	4,755	9,598	1,574	1,157	2,731	2,583	2,386	4,969
10 and not exceeding 15 years of age	4,640	4,094	8,734	493	433	926	2,213	1,727	3,940
15 and not exceeding 20 years of age	4,226	3,678	7,904	..	..	..	41	36	77
Ages unknown	..	..	..	256	183	439	1,238	1,105	2,343
Total	19,739	18,752	38,491	2,943	2,348	5,291	6,802	5,979	12,781
Average number in attendance	..	..	..	..	..	4,401	..	..	10,543
Deficiency in attendance.	..	..	..	..	..	839	..	..	2,238

"Thus the acknowledged deficiency of attendance (much less than the Queen's Inspectors find in schools of superior organization which they visit) is equal to the number on the books, above stated, whose ages could not be obtained; and striking these two items out of consideration, as balancing each other, the remaining figures give a true statement of the present extent of popular instruction in this district.

"It hence appears that of the children between the ages of 5 and 10, the period principally contemplated in this district as that of instruction, scarcely more than one-fourth of the children are in day-schools, and one-half in Sunday-schools; while of the children between 10 and 15 years of age, only one-eleventh are in day-schools, and less than one-half in Sunday-schools, which latter comprise a few of yet more advanced years, besides 1,425 infants under 5. Children of the like infantile age are also to be found in the day schools (which include infant schools) to the number of 1,205, being much more than the number to be found in all the day schools upwards of 10 years of age, who are only 866. The general result is, that the proportion receiving the poor daily instruction which the existing public schools supply, is, upon the total population of the same classes, not 1 in 18, or less than one-half of what it ought to be at the lowest computation.

"The parties to whom even this amount of daily instruction is due are shown in the accompanying table. With the exception of the British schools, which are sometimes the subject of a general co-operation, nearly all the day and infant schools, as well as the Sunday-schools, are supported by specific religious connexions; a characteristic feature of popular education in the manufacturing districts. Many, indeed, seem to be conducted in the sense of being little more than Sunday-schools, continued by a single teacher during the whole week. A similar table gives an equally interesting summary of the Sunday-schools, classed according to the several denominations.

"The quality of these schools is not a subject for rapid statistical survey. But this is quite certain, that the day-schools in manufacturing districts supported by specific congregations, distracted by numerous other duties, are not generally the best of their class; and that the Sunday-schools, though beyond all value in design, and destined, it is hoped, to an unlimited career of prosperity, are most inefficient instruments, even with the aid of their weekly evening meetings, for conveying those elements of secular instruction which are essential to the general efficiency of spiritual teaching; and yet we see at a glance how extensive is the existing reliance upon them for a complete education, both secular and religious.

"Taking the number in day-schools and the number in Sunday-schools jointly into consideration, it has to be borne in mind that nearly the whole of the former is included in the latter, under the universal rule that the children in the day-schools shall attend the Sunday-schools of the same connexion, or, as in the case with the British schools, that they shall at all events attend some Sunday-school. Between 5 and 10 years of age there are in the Sunday-schools, therefore, only 2398 children in addition to those who likewise attend day-schools, or 4969 attending schools of any kind, out of 9598 living at the same ages, or scarcely more than one-half. This is the extreme amount of the school-going children between these ages; for supposing that the children frequenting the day schools attend in them on an average for only half this period, or 2½ years, yet the total number remains the same, since the day-school amidst this population has no great number of attendants who do not continue, after they have left it, in some Sunday-school; for few who are not worshippers themselves, and consequently desirous that their children shall continue in Sunday-schools, have the moral vigour to make the little sacrifice which is required for sending them at all to a day-school.

"During the next quinquennial period of age, the total number attending schools of any kind is in like manner represented by the total number in the Sunday-schools, which is seen to be 3940 out of 8734 living at the same ages, or less than one-half, of whom only 866, or little more than one-fifth, also attend day-schools; and these numbers represent the remainder of the schooling, which, under the existing system, will be obtained by the children now in the schools between the ages of 5 and 10, of whom we perceive that very few will continue in day-schools, though the greater number will remain in the Sunday-schools. As nearly, therefore, as these returns will bring us to accuracy, it may be concluded that somewhat more than one-half of the children of the labouring classes in this district go to schools of some sort, and that the greater number of these, besides the very little that some of them acquire under five years of age in infant schools, have some two or three years of attendance in very imperfect day-schools, chiefly at an age just above that of infancy, besides some ten years in Sunday-schools, under voluntary teachers, often themselves ignorant and unskilled, however earnest and willing.

"Whether the term *heathenism* would be ill or harshly applied to the mental and moral condition in which the other half of the children are growing up, may be left to those who have personal knowledge of this or similar districts."

(A.)—Public Day and Infant Schools in the Parliamentary Borough of Wolverhampton.

Class of Schools.	No. of Schools.	Under 5 Years of Age.		5 Years and not exceeding 10 Years.		10 Years and not exceeding 15 Years.		15 Years and not exceeding 20 Years.		Ages Unknown.		Total.			Average Attendance.			
		Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Total.	Sex not stated.	Male.	Fem.	Total.
1. Endowed (Church)	2	..	..	[1] 50	[1] 13	[1] 40	[1] 32	..	..	[1] 100	..	[2] 190	[1] 45	[2] 235	..	[2] 186	[1] 47	[2] 233
2. National. .	16	[5] 97	[5] 93	[11] 920	[11] 701	[10] 217	[11] 207	..	..	[3] 37	[3] 89	[14] 1,271	[14] 1,090	[14] 2,361	..	[16] 1,001	[16] 886	[16] 1,887
3. British . .	6	[3] 49	[2] 25	[5] 238	[4] 175	[4] 87	[4] 91	..	..	[1] 35	[1] 4	[6] 409	[5] 295	[6] 704	..	[6] 307	[5] 200	[6] 507
4. Wesleyan .	3	..	..	[3] 164	[3] 71	[3] 103	[3] 71	..	..	..	..	[3] 267	[3] 142	[3] 409	..	[3] 230	[3] 118	[3] 348
5. Roman Catholic . .	3	[2] 40	[2] 46	[2] 99	[2] 73	[2] 46	[2] 32	..	..	[1] 24	[1] 35	[3] 209	[3] 186	[3] 395	..	[3] 185	[3] 160	[3] 345
6. Church Infant Schools	10	[5] 310	[5] 285	[2] 38	[2] 44	..	..	..	..	[1] 60	[1] 55	[6] 408	[6] 384	[6] 792	[4] 196	[6] 325	[6] 257	[10] 778
7. Dissenting Infant Schools	4	[4] 124	[4] 126	[4] 65	[4] 80	..	..	..	..	..	..	[4] 189	[4] 206	[4] 395	..	[4] 138	[4] 172	[4] 310
Population in 1841 = 93,245	44	[19] 620	[18] 575	[28] 1,574	[27] 1,157	[20] 493	[21] 433	..	..	[7] 256	[6] 183	[38] 2,943	[36] 2,348	[38] 5,291	[4] 196	[40] 2,372	[38] 1,840	[44] 4,408
		1,195		2,731		926		..		439								
Number of Children and Young Persons in 1841	..	7,093	7,323	5,698	5,593	5,459	4,815	4,972	4,327									
		14,416		11,291		10,274		9,299										

(B.)—Public Sunday Schools in the Parliamentary Borough of Wolverhampton.

Denominations.	No. of Schools.	Under 5 Years of Age.		5 Years and not exceeding 10 Years.		10 Years and not exceeding 15 Years.		15 Years and not exceeding 20 Years.		Ages Unknown.		Total.			Average Attendance.			
		Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Total.	Sex not stated.	Male.	Fem.	Total.
1. Church of England	16	[7] 157	[7] 143	[8] 782	[8] 708	[8] 505	[8] 531	..	..	[5] 406	[5] 365	[13] 1,850	[13] 1,747	[13] 3,597	[3] 131	[13] 1,458	[13] 1,364	[16] 2,953
2. Independents	5	[4] 95	[4] 100	[4] 348	[4] 361	[4] 394	[4] 277	[1] 20	[1] 20	[1] 60	[1] 50	[5] 917	[5] 808	[5] 1,725	..	[5] 665	[5] 622	[5] 1,287
3. Baptists	9	[7] 116	[8] 115	[8] 396	[8] 333	[8] 335	[8] 256	[1] 8	[1] 8	[2] 83	[2] 86	[9] 938	[9] 798	[9] 1,736	..	[9] 789	[9] 671	[9] 1,460
4. Presbyterians	1	..	[1] 3	[1] 10	[1] 9	[1] 21	[1] 8	..	..	..	..	[1] 31	[1] 20	[1] 51	..	[1] 30	[1] 15	[1] 45
5. Wesleyans	14	[9] 193	[9] 192	[10] 528	[10] 487	[10] 581	[10] 331	..	..	[3] 415	[3] 358	[13] 1,717	[13] 1,368	[13] 3,085	[1] 300	[13] 1,292	[13] 1,022	[14] 2,614
6. Primitive Methodists	8	[6] 99	[6] 97	[7] 290	[7] 278	[7] 181	[7] 145	..	..	[1] 111	[1] 90	[8] 681	[8] 610	[8] 1,291	..	[8] 600	[8] 535	[8] 1,135
7. New Connexion	7	[5] 57	[5] 60	[6] 179	[6] 162	[6] 108	[6] 126	..	..	[2] 38	[2] 51	[7] 382	[7] 399	[7] 781	..	[7] 309	[7] 331	[7] 640
8. Welsh	1	..	..	..	..	..	..	..	..	[1] 35	[1] 25	[1] 35	[1] 25	[1] 60	..	[1] 28	[1] 18	[1] 46
9. Unitarians	2	[1] 10	[1] 15	[2] 35	[2] 28	[2] 33	[2] 23	[1] 13	[1] 8	..	..	[2] 91	[2] 74	[2] 165	..	[2] 71	[2] 53	[2] 124
10. Roman Catholics	2	..	..	[1] 15	[1] 20	[1] 55	[1] 30	..	..	[1] 90	[1] 80	[2] 160	[2] 130	[2] 290	..	[2] 134	[2] 105	[2] 239
Population in 1841 = 93,245	65	[39] 727	[41] 725	[47] 2,583	[47] 2,386	[47] 2,213	[47] 1,727	[3] 41	[3] 36	[16] 1,238	[16] 1,105	[61] 6,802	[61] 5,979	[61] 12,781	[4] 431	[61] 5,376	[61] 4,736	[65] 10,543
		1,452		4,969		3,940		77		2,343								
Number of Children and Young Persons in 1841	..	7,093	7,323	5,698	5,593	5,459	4,815	4,972	4,327									
		14,416		11,291		10,274		9,299										

(C.)—Averages of each Class of Public Day and Infant Schools in the Parliamentary Borough of Wolverhampton.

Class of Schools.	Totals on the Books.			Totals of Average Attendance.			
	Male.	Fem.	Total.	Sex not stated.	Male.	Fem.	Total.
1. Endowed (Church).	95·0	45·0	11[illegible]·5	..	93·0	47·0	116·5
2. National. . . .	90·8	77·8	168·6	..	62·5	53·4	117·9
3. British	68·2	59·0	117·3	..	51·2	40·0	84·5
4. Wesleyan . . .	89·0	47·3	136·3	..	76·7	39·3	116·0
5. Roman Catholic .	69·7	62·0	131·7	..	61·7	53·3	115·0
6. Church (Infant) .	68·0	64·0	132·0	49·0	54·2	42·8	77·8
7. Dissenting (Infant)	47·3	51·5	98·7	..	34·5	43·0	77·5
Average Grand Total	77·3	65·2	139·2	49·0	59·3	48·4	100·2

(D.)—Averages of each Denomination of Sunday Schools in the Parliamentary Borough of Wolverhampton.

Denominations.	Totals on the Books.			Totals of Average Attendance.			
	Male.	Fem.	Total.	Sex not stated.	Male.	Fem.	Total.
1. Church of England	142·3	134·4	276·7	43·7	112·1	104·9	184·6
2. Independents . .	183·4	161·6	345·0	..	133·0	124·4	257·4
3. Baptists . . .	104·2	88·7	192·9	..	87·6	74·6	162·2
4. Presbyterians . .	31·0	20·0	51·0	..	30·0	15·0	45·0
5. Wesleyans . . .	132·1	105·2	237·3	300·0	99·4	78·6	186·7
6. Primitive Methodists	85·2	76·2	161·4	..	75·0	66·9	141·9
7. New Connexion .	54·6	57·0	111·6	..	44·1	47·3	91·4
8. Welsh	35·0	25·0	60·0	..	28·0	18·0	46·0
9. Unitarians . . .	45·5	37·0	82·5	..	35·5	26·5	62·0
10. Roman Catholics .	80·0	65·0	145·0	..	72·0	52·5	124·5
Average Grand Total	111·4	98·1	209·6	107·7	88·1	77·6	162·2

XV.—Plain Directions for the Establishment of Schools on the Plan and Principles of the British and Foreign School Society.

Principles.

The following are considered fundamental principles of the Society:—

I. That in all schools established in connexion with, or assisted by, the British and Foreign School Society, the Sacred Scriptures, in the authorized version, or extracts therefrom, shall be read and taught daily.

II. That no catechism, or other formulary peculiar to any religious denomination, shall be introduced or taught during the usual hours of school instruction.

III. That every child attending the day-school shall be expected to attend the particular Sabbath-school or place of worship which its parents prefer.

These great general principles being observed, all other matters, whether relating to the government of the school, or the extent of instruction imparted, fall under the direction and control of the patrons or local committees.

I.—*Is a School wanted?*

The answer to this question will of course depend, *first*, on the actual amount of school provision in any given place; and, *secondly*, on the extent to which it is available for the whole population. However well supplied any town or village may appear to be with schools, if the instruction imparted is of a character which large classes of the population cannot allow their children to receive without violating the dictates of conscience,—if the terms of admission infringe in any way on the great principles of religious liberty,—let schools in such a place be as numerous as they may, others are imperatively demanded.

Supposing, then, the fact to be ascertained, that additional provision for the education of the children of the poor is, from whatever cause, required; and that one or more individuals have resolved to provide such instruction, either by private patronage, or by the formation of a local committee,* the question naturally arises, What is the best mode of proceeding in order to accomplish the object efficiently and economically? To this question the following is a brief reply:—

II.—*How to proceed.—School-room.*

The first thing to be done is to secure a suitable room. And here it may be observed, that the friends of education too frequently take it for granted that nothing can be accomplished without a costly erection. This is a serious mistake. Where funds can be obtained, it is on many accounts *highly desirable* that appropriate rooms should be built for the purpose. Suitable light, thorough ventilation, convenient fittings, galleries, spacious play-grounds, and many other conveniences,† which can hardly be obtained in any other way, may then be secured; while, in addition to these obvious advantages, the possession of a building gives a character of *permanence* to an institution, which is highly favourable to its interests. The aid offered by Government‡ towards the erection of school-houses, is another and powerful reason for using every effort to accomplish so desirable an object.

But if, either owing to the want of funds, or to the difficulty of obtaining a suitable site, a building cannot be raised, it is by no means necessary to conclude that the case is hopeless. A Sunday-school room, an old warehouse or store-room, a good barn, any place, in short, capable of containing a sufficient number of children, with facilities for obtaining light and air, may, at a very moderate expense, be converted into a school-room, if nothing better can be had.§ Only let there be a deep settled conviction that something *ought* to be done, and the determination that it *shall* be done will be soon followed by light as to the best mode of doing it.

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* For appropriate resolutions to be passed at the constitution of such a committee see Appendix A.

† For particulars relating to erections of this character, see Appendix B.

‡ For amount of aid, and steps to be taken in order to secure it, see Appendix C.,

§ For mode of fitting up, see Appendix D.

III.—*How further to proceed.—The Teacher.*

The possibility of obtaining a room when needed having been ascertained, the next step is to secure a suitable teacher. No error can be greater than to suppose, as is generally done, that a good teacher can readily be obtained at any time; or (which is worse still) to imagine that any person of ordinary education, with a few weeks' attendance at a public school, may make himself competent for the situation. Very little inquiry would suffice to show how unreasonable it is to expect that any person will prove an efficient or valuable teacher without diligent study, and much previous training and preparation.*

To obtain such a person, it is recommended that one of two courses should be adopted; either—

I. To apply to the Committee of the British and Foreign School Society, at least three months before the party be wanted, stating the *number* of children the teacher may be expected to have, the time *when* he will be required to commence, the amount of salary which will be guaranteed † for the first six or twelve months, and the prospects which can be held out of increased remuneration after that period. Or,

II. The local committee should select a suitable young man themselves, and send him to the Normal School in London for education and training.

The success of such an experiment would, however, entirely depend, *first*, on the natural or acquired qualifications of the party selected; and, *secondly*, on the stipulation that he should be well trained in the Normal School in London, being rigidly adhered to.

In relation to the first of these points—natural or acquired qualifications—it is highly important that the party chosen should be a person in good health, of decision and perseverance, of a good temper, and possessed of some aptitude both to learn and to teach. The amount of information possessed by the candidate, beyond an acquaintance with the arts of reading, writing, and arithmetic, is of far less consequence than intelligence and aptitude to learn. Candidates are not generally eligible under 20 years of age, or much above 30. It need scarcely be added, that he ought to be a person of sincere and earnest piety; for, in the absence of this qualification, it is vain to expect that any deep moral or religious influence can accompany his instructions.

The second point—training in the Normal School in London—is too important to be omitted; and it should be expressly stipulated that a certificate of regular attendance, industry, and attainment will be required.

The cost of this instruction, under competent masters, including board and lodging in the Society's establishment for six months, is now, by special provision of the Committee of the British and Foreign

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* See "Principles of Teaching, or the Normal School Manual;" "Manual of the System and Practical Illustrations of the mode of using the Daily Lesson Books." These may be obtained by addressing a note to the Secretary of the British and Foreign School Society, Borough Road, London.

† As an experiment, 16*s.* a-week should be guaranteed to a female teacher, and from 21*s.* to 25*s.* a-week to a young man. The travelling expenses from London to the locality where the teacher is wanted, to be defrayed by the local committee.

School Society, reduced, under given circumstances, to a sum which may be raised by a special subscription almost anywhere, in order to afford a deserving young man the opportunity of being fitted for extended usefulness through his whole life.* In most cases, the selection and training of such a man would alone ensure the establishment of a school. If public subscriptions failed, pupils from the middle class of society might be taken on higher terms,—a plan which would materially promote, under the most discouraging circumstances, schools in which the rights of conscience should be respected.

The practice of *advertising* for a teacher is, as a general rule, undesirable. Teachers out of employ are, almost always, persons seriously deficient in some qualifications essential to success. To defer application to the British and Foreign School Society until the last moment, is always attended with risk. The Committee, to avoid greater evils, are in such a case frequently obliged to recommend persons only partially trained, and ought not to be blamed if failure is the result.

IV.—*Financial Calculations.*

A room having been obtained and a teacher secured, the question naturally arises, What amount of annual expense must be incurred in order to carry on a school with spirit and efficiency? To an inquiry which involves so many considerations, it is impossible to give any very definite reply. The cost of a school may be divided into two branches:—

I. The salary of a teacher; and (where a room is hired) rent.

II. Miscellaneous expenses for school materials, repairs, coals, rewards, and other incidental charges. These vary according to the size of the school, and the degree of attention paid to wear and tear.

The salary of the teacher will vary according to local circumstances; it will, of course, be regulated by the character and position of the school, the number of children to be taught, and the expense of board and lodging in the neighbourhood. It should always, in some degree, be made to depend upon his success. From 60*l.* to 90*l.* for a young man, and from 40*l.* to 50*l.* for a female, may be considered as average salaries. The miscellaneous expenses for a school of 150 to 200 children may be estimated at about 20*l.*; so that, if there be no rent to pay, from 80*l.* to 100*l.* must be provided for a boys' school of 200 children, and 60*l.* to 70*l.* for a girls' school.

To meet this expense, the payments of the children must be mainly looked to; and if the effort succeed, it may fairly be calculated that a school of 200 boys, in which the payment is 2*d.* a-week, will produce (after allowing for incidental deductions) about 70*l.* a-year, and a girls' school of 150 about 50*l.* Annual subscriptions must be raised to meet the deficiency.

Sometimes, however, it may happen that, owing to the poverty of a neighbourhood, or the indisposition of resident parties to aid in promoting education on comprehensive principles, subscriptions to any

* A small pamphlet, containing an account of the Normal Schools, table of classes, hours of attendance, and mode of admission, may be obtained of the Secretary, at the Society's house, Borough Road.

extent cannot be obtained, and that consequently the expenses of the school must be mainly, if not entirely, thrown on the payments of the children. This may frequently be accomplished with less difficulty than would, at a first view, be imagined. In a large school it may be done without charging more than 3*d.* a-week, a sum which will generally be paid by the labouring poor with great cheerfulness, if the education given be worthy of the name; and in a small school it may be accomplished by admitting a limited number of children from the middle classes of society at a higher rate. This experiment, which has frequently been tried, has succeeded both in towns and villages, where due care has been taken by the local committee to give a character to the school by securing a respectable teacher, supplying him liberally with school materials, and exercising vigilant inspection. In the absence of the guarantee thus afforded for the maintenance of discipline, it is not surprising that objections should sometimes be made to the mingling of classes; for it *it is essential to one success of this plan that no distinction whatever should be made in the classification of the school, or in the degree of attention paid by the master to his pupils.* Every child, whatever may be paid for his education, must receive the same amount of care from the teacher; and in relation to duties required or performed, all must be treated alike.

In villages or districts where the population is scattered, and it is therefore difficult to gather a sufficient number of children of one sex to remunerate a teacher, boys and girls may, with advantage, be taught together, under the superintendence of a master, assisted occasionally by his wife or by some other female, to instruct the girls in needlework.

The advantages of throwing the cost of education as much as possible on the parents, and of making the recompense of the teacher largely to depend on his success, are manifold. Parents, instead of being demoralized and pauperized by ill-judged charity, learn to estimate the importance and to recognise the duty of providing instruction for their offspring. That which they pay for they value; the attendance of the children is more regular; the attention of the parents to their improvement is in time excited; a useful incentive to exertion is applied to the teacher, while diligence and ignorance alike meet their appropriate reward. If this principle were fairly carried out, every parish, every manufacturing district, every agricultural hamlet, might be furnished with a school at a cost by no means exorbitant or oppressive.

But in order to carry it out successfully, some portion, however small, of the expense should be borne by public subscription. The injustice of rewarding a successful teacher by grudging him school materials, and by finally throwing upon him all expenses connected with the school, is sufficiently obvious. Under such circumstances the school loses its public character, it degenerates into a mere private speculation; in the absence of control as well as encouragement, the object for which it was established is forgotten; the children of the labouring poor, gradually excluded by excessive charges, or driven away by neglect, soon cease to frequent it; in course of time the master transfers his interest to another; and in a few years the population relapses into the same state in which it was found when the effort

was first made; and the whole work, if done at all, has to be commenced anew.

To avoid this fatal mistake it is necessary that, from the first, *control* should be secured, which, if the salary of the teacher almost entirely depends on the payment of the children, can only be done by providing him with a clean, well whitewashed and ventilated school-room, a suitable supply of books and other school materials, and encouragement for the children, according to their number and proficiency. The whole expense of these incidentals need not exceed 2*s.* a-head.*

By these means—

I. The interest of the teacher is identified with his popularity and success; and

II. The control of the Committee is secured by their regular inspection, and by the provision made for a supply of school stationery, as well as for the regular cleaning, white-washing, painting, and warming of the room.

Where the regular attention of an active Committee can be secured, and a sufficient list of subscriptions be obtained to guarantee to the teacher an adequate remuneration, it is of course better to adopt the plan first suggested, viz., for the Committee to receive the payments of the children, and to give the teacher a fixed salary. The control is then more perfect and complete; the interest taken by the Committee in the success of the school is sometimes greater; and where a large measure of prosperity accompanies the effort, almost every expense may be defrayed by the payments. But this state of things is too rare to admit of being taken as a basis for calculation.

APPENDIX.

(A.) HINTS FOR THE FORMATION AND MANAGEMENT OF SCHOOL COMMITTEES.

As it often happens that a number of benevolent individuals are disposed to unite their exertions for the establishment of schools in the place of their residence, but are somewhat at a loss as to the best means of accomplishing their object, the following hints for resolutions, suitable to be passed at a general meeting, are submitted for their consideration:—

At a meeting held for the purpose of taking into consideration the state of the children of the labouring class of society of the town of , and its vicinity,

———, in the chair,

appearing to this meeting that the state of the children of the labouring class of people, and the deficiency of their education, render it highly needful that some effectual mode be adopted for their moral and religious improvement, and for affording them a proper education,—RESOLVED—

1. That the plan of the British and Foreign School Society, on account of its liberal principle, and its great simplicity and economy, appears to be best adapted to this end.

2. That all subscribers be eligible to be members of the Committee, and to be present and vote at the general meetings.

3. That a general meeting of the subscribers be held every year, on the first in , at which meeting a report,† for the information of the subscribers, shall be submitted, and such additional regulations and reso-

* From 8*l.* to 10*l.* a-year should be set apart for school books, and a small sum for rewards. For list of school materials, see Catalogue at reduced charges, which may be had on application at the depository, Borough Road.

† A copy of this report should be forwarded to the Committee of the British and Foreign School Society, if possible, by the beginning of April, in every year.

lutions adopted as may be deemed necessary, and that provision be made for the calling of a special general meeting.

4. That the school be under the direction of a Committee of , which shall meet on the in every calendar month, three members whereof shall constitute a quorum. That the Committee shall appoint the schoolmaster, form regulations for the management of the school, and publish yearly a report of its condition.

5. That the school hours be from 9 to 12 o'clock in the morning, and from 2 to 5 in the afternoon, from the 1st of March to the 1st of November, and from 2 till 4 in the other months. That the children be expected to attend, on the Sunday, the particular Sabbath-school or place of worship which their parents prefer.

6. That the Committee shall, at each of their monthly meetings, appoint two inspectors for the ensuing month, who shall attend at least twice in each week at the school-room for the purpose of ascertaining the progress of the children in their learning. They shall minute in a book the time of their attendance; and after having inspected the master's reports, &c., they shall enter any remarks thereon, and on any other matter respecting the school, which they deem proper, in the said book, and sign the same, which shall be laid before the next monthly meeting of the Committee.

7. That the master shall present a report of the state of the school to the Committee every month, stating the average attendance and the names of boys that have left the school; also a list of the boys who have passed from class to class, in consequence of proficiency in learning, during the preceding month, and of the rewards distributed.

(B.) HINTS ON THE ERECTION AND FITTING UP OF SCHOOL-ROOMS.

In order to facilitate the building of new school-rooms, and in some measure to guide those who engage for the first time in their erection, it has been thought advisable to give more at large the results of extensive observation and experience with respect to their location and mechanical arrangement.

The School-Room and its Fittings.

The situation of the school-room should be as retired and quiet as circumstances will admit; it should not, however, be far removed from the population. The ground should be high, and open to the south. To preserve the pupils from the inconvenience of cold and damp, it will be better to raise the ground 2 or 3 feet above the surrounding level.

It is highly desirable, even if the school be not very large, that there should be space enough for a play-ground or yard, in which the children may assemble before they go into school, or during the hours of recreation. The soil of this yard should be of gravel to the depth of 1 foot. It should be enclosed by a wall of suitable height, and have a communication from the street without passing through the school-room. There ought to be a good supply of fresh water, either from a pump or cask, with conveniences for the children to wash their hands and faces.

It is also desirable, for the accommodation of the pupils, that one side of the yard be furnished with seats, and a part covered, in order to protect the children from inclemency of weather.

General Arrangement of the School-Room.

The school-room should be a parallelogram; the length about twice the breadth. See Plate A, Plan 1.

The height of the walls should be proportioned to the length of the room, and may be varied from 11 to 19 feet. It is recommended that the walls be worked fair and lime-whitened, in order to give a neat and clean appearance, to reflect light, and to contribute to the preservation of health. As it is of great importance to admit as much light as possible into the school, there must be a considerable number of windows, each of which should be fixed in a wooden frame, the upper half moveable upon pins or pivots in the centre, so that, by drawing it into the room, the school may be sufficiently ventilated in hot weather—a circumstance requiring attention, as the health of the pupils, in a great measure, depends upon it.

The room should be lighted by a lantern in the roof, and by windows on the sides. The lower parts of the side windows should be at least 6 feet from the floor, in order that the light may not be inconvenient, and that the wall may be available for a black board round the room, and for the reading lessons, which are to be attached to it. If piers are required, they should be on the outside of the building.

It is recommended that the roof be slated on boards or battens, in order to prevent the reverberation of sound, which is always occasioned by plastered ceilings.

There should be holes in the roof, or in the wall near it, to let foul air escape. This may be effected by a sufficient number of tubes so contrived that they can be opened or shut at pleasure; and at the same time fresh air may be admitted from the outside of the building by tubes communicating with the lower part of the room.

All projections in the walls, as well as pillars to support the roof, ought to be avoided; for they interfere with the arrangements of the school, and obstruct the view of the masters and visitors. But if pillars are necessary, they should be placed at each end of the desks, but never in the middle of the room.

The floor may be paved with bricks or tiles, or prepared with a mixture of clay, slacked lime, and scales of iron from a smith's forge. The earth being previously levelled and consolidated by a heavy roller, or by ramming, the mixture should be applied and well beaten down. Wooden or stone-floors are objectionable, on account of the noise they produce by the trampling of the feet. This objection, however, does not apply to floors paved with blocks of wood, similar to those used in the streets.

Roman cement, cast into flags, and joined with the same material forms a good flooring; it is perfectly dry and durable, and emits but little sound.

In order that all the children may be completely seen by the master, it is of great importance that the floor should be an inclined plane, rising 1 foot in 20 from the master's desk to the upper end of the room where the highest or eighth class is situated.

At the lower end is the platform, elevated, in proportion to the length of the room, from 2 to 3 feet. The length and breadth of the platform must be in proportion to the size of the room.

The centre of the platform is the place for the master's desk, and on each side there may be a small desk for the principal monitors.

The entrance door should be on the side of the platform. In Plan 1 there are two doors, D and E, communicating with the street, in order to afford an easier egress. The door at the other end, F, opens into the play-ground.

Whatever be the size of the school-room, it may be sufficiently warmed by means of one or two stoves placed at the extremities of the apartment.

The middle of the room is occupied by the forms and desks, a passage being left between the ends of the forms and the wall, 6 feet broad, where the children form semicircles for reading. The form of the draft stations should be shown by grooves cut in the floor, or by wire let into it.

The forms and desks must be fixed firmly in the ground; the legs or supports should be 6 inches broad, and 2 inches thick; but cast-iron legs are preferable, as they support the desk-board with equal firmness, occupy less room, and have a much neater appearance: their number, of course, will be in proportion to the length of the forms. A form 20 feet long will require five. The corners of the desks and forms are to be made round, in order that the children may not hurt themselves.

General Rules for Fitting up School-Rooms.

1st. The space or passage between a form and the next desk is 1 foot.

2nd. The horizontal space between a desk and its form is 3 inches.

3rd. The breadth of a desk is 9 inches; the breadth of a form is 6 inches.

4th. The height of a desk is 28 inches; the height of a form 16 inches.

5th. Every child being seated upon his form occupies a space of 18 inches in length of the desk.

6th. The passage between the walls and the ends of the forms and desks is 6 feet.

Dimensions of School-Rooms for 500, 400, 300, 200, *and* 150 *Children.*

The Rule for 500 *to be followed for a larger Number.*

For 500.—Length, 80½ feet. Breadth, 42 feet.

	Feet.		Feet.
Platform . . .	6	Passages on both sides .	12
Passages . . .	12	Length of desks . . .	30
25 desks, 2½ feet each .	62½		
Length . . .	80½	Breadth . . .	42

Allowing 18 inches to each boy, one desk will hold 20: 20 × 26 = 520.

For 400.—Length, 75½ feet. Breadth, 37½ feet.

	Feet.		Feet.
Platform . . .	6	Passages	12
Passages . . .	12	Length of desks . . .	25½
23 desks, 2½ feet each .	57½		
Length . .	75½	Breadth . .	37½

Allowing 18 inches to each boy, one desk will contain 17: 17 × 23 = 391.

For 300.—Length, 64½ feet. Breadth, 36 feet.

	Feet.		Feet.
Platform . . .	5	Passages	12
Passages . .	12	Length of desks . . .	24
19 desks, 2½ feet each .	47½		
Length . .	64½	Breadth . .	36

Each desk will contain 16 boys: 16 × 19 = 304.

For 200.—Length, 57 feet. Breadth, 30 feet.

	Feet.		Feet.
Platform . . .	5	Passages	12
Passages . . .	12	Length of desks . . .	18
16 desks, 2½ feet each .	40		
Length . . .	57	Breadth . .	30

Each desk will contain 12 boys: 12 × 16 = 192.

For 150.—Length, 54½ feet. Breadth, 27 feet.

	Feet.		Feet.
Platform . . .	5	Passages	12
Passages . . .	12	Length of desk . . .	15
15 desks, 2½ feet each .	37½		
Length . .	54½	Breadth . .	27

Each desk will contain 10 boys: 10 × 15 = 150.

The expense of building a school-room will vary in different places, according to the price of materials and other circumstances. A very complete brick school-room, with a slated roof, capable of containing 300 children, has been built in the neighbourhood of London for about 400*l*. A similar school for 150 children might be erected for about 250*l*. Where a good class-room can be added, the advantage will be great, and will fully justify the additional expense.

(C.) GOVERNMENT GRANTS—REGULATIONS.

1. Every application for a grant is to be made in the form of a memorial, addressed "To the Right Honourable the Lords of the Committee of Council on Education."

2. The Committee will consider the memorials in order, according to the dates at which they have been or shall be received.

3. The right of inspection will be required by the Committee in all cases: inspectors, authorized by Her Majesty in Council, will be appointed from time to time to visit schools to be henceforth aided by public money: the inspectors will not interfere with the religious instruction, or discipline, or management of the school; it being their object to collect facts and information, and to report the result of their inspections to the Committee of Council.

4. Before any application for aid shall be entertained, the Committee will require to be satisfied, by reference either to the inspectors, or to the National or British and Foreign School Society, or if the school be in Scotland, to some competent authority there:—

1st: That the case is deserving of assistance.

2nd. That there are no charitable or other funds or endowments which might supersede the necessity of a grant,

3rd. That the site of the school-house has been obtained with a good legal tenure; and that, by conveyance to trustees, it has been duly secured for the education of the children of the poor.

4th. That it is reasonable to expect that the school will be efficiently and permanently supported.

5. The Committee will require that every building, on behalf of which any application is entertained, shall be of substantial erection, and that in the plans thereof not less than 6 square feet be provided for each child.

6. All recipients of grants will be required to bind themselves to submit to any audit of their building account, and to furnish any reports of their schools, which the Committee of Council may require.

7. The Committee may require that the certificate hereto annexed* shall be signed by the applicants, and presented to the Committee, before their Lordships will authorize the payment of any grant which may be made to a school.

8. In all ordinary cases the grants will be made in aid of the erection of school-houses (exclusive of residence for master or assistant) upon the following further conditions:—

1st. That for every 10*s.* to be granted by the Committee, the means of educating one child (at least) shall be provided.

2nd. That the amount of private subscription shall be received, expended, and accounted for, before their Lordships will authorize the payment of the grant.

9. In every application for aid to the erection of a school-house in England or Wales, it must be stated whether the school is in connexion with the National Society, or British and Foreign School Society; and if the said school be not in connexion with either of those societies, the Committee will not entertain the case, unless some special circumstances be exhibited to induce their Lordships to treat the case as special.

THE FOLLOWING FORM OF TRUST WILL BE REQUIRED.

Conveyance of a Site or Buildings to the Trustees for a School on the Plan of the British and Foreign School Society.

"This indenture, made the day of 18 , between A. B., of of the one part, and C. D., of E. F., of and G. H., of of the other part; Witnesseth, that in consideration of pounds to the said A. B., paid by the said C. D., E. F., and G. H., he, the said A. B., doth hereby bargain and sell unto the said C. D., E. F., and G. H., and their heirs, all† (which said premises are delineated in the map drawn in the margin hereof;) together with all easements, appurtenances, and hereditaments, corporeal and incorporeal, belonging thereto or connected therewith; and the reversion and reversions, remainder and remainders, rents and profits of the said premises; and all the estate, right, title, and interest whatsoever of him, the said A. B., in or to the same premises; To have and to hold all the said premises unto and to the use of the said C. D., E. F., and G. H., their heirs and assigns, for ever; upon trust, to permit the said premises, and all buildings thereon erected, or to be erected, to be for ever hereafter appropriated and used as and for a school for the education of children and adults, or children only, of the labouring, manufacturing, or other poorer classes in the parish‡ of aforesaid [and as a residence for the schoolmaster], which said school shall always be conducted upon the principles of the British and Foreign School Society, established in London [and shall be under the general management and control of the Committee for the time being of the subscribers to the said school].§ and shall be at all times open to the inspection of the Government Inspector or Inspectors for the time being.‖

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* See Appendix E., page 285.

† Here insert a short, clear, verbal description of the property to be conveyed.

‡ Or *township* or *union*, or other district, as the case may require.

§ Where the trustees themselves have the sole superintendence and control of the school, this clause will of course be omitted.

‖ The following clause has been inserted, with the consent of the Government, in the trust deed of a local school; and the Committee of the British and Foreign

"* Provided always, that it shall be lawful for the said trustees, and the survivors and survivor of them, and their or his heirs or assigns [by the desire of the persons for the time being assembling as the committee of subscribers to the said school (to be signified by a minute signed by the person acting for the time being as secretary or clerk thereof)],† with the written consent of Her Majesty's Principal Secretary of State for the Home Department, or of the Government Inspector or Inspectors for the time being of the said school, to sell or exchange for other hereditaments in the said parish, all or any part of the said premises hereby assured, with power for the said trustees or trustee, upon any such exchange, to receive any money by way of equality of exchange: And it is hereby declared, that when any money shall be received for any sale, or by way of equality of exchange, the said trustees or trustee for the time being shall, with all convenient speed, lay out the same in the purchase of other hereditaments in fee-simple in possession, to be situate somewhere in the said parish, suitable, or which can be rendered suitable, for a school for the purposes aforesaid or in the improvement of any hereditaments for the time being held by the said trustees or trustee upon the trusts of these presents, every such laying out to be [under such direction, and]† with such consent as hereinbefore required for the sale or exchange of the premises hereby assured; and the hereditaments so to be purchased or received by way of exchange as aforesaid shall be settled and assured upon such trusts and with such powers and provisions in all respects as are hereby declared concerning the said premises hereby assured, or as near thereto as circumstances will then permit.

"And it is hereby declared, that the receipts in writing of the said trustees or trustee for the time being, for any money payable to them or him by virtue of these presents, shall discharge the persons to whom the same shall be respectively given, from being bound to see to the application of the money therein mentioned to be received, or to ascertain the regularity of any disposition to be made under the authority of all or any of the provisions of these presents; and that no purchaser or other assignee shall be bound to ascertain or show the existence of any such [minute or]† written consent as aforesaid, which might otherwise be necessary to verify his, her, or their title.

"And it is hereby further declared, that as often as any of the present or future trustees shall die, or go to reside beyond the seas, or desire to be discharged from, or decline, or become incapable to act in the trusts hereby in them reposed, it shall be lawful for the then surviving or continuing trustees or trustee, or the executors or administrators of the last surviving or continuing trustee, or, if there shall be no such surviving or continuing trustee, for the person so going to reside beyond the seas, or desiring to be discharged, or declining as aforesaid, his executors or administrators, to appoint any other person or persons to be trustee or trustees in the place of the trustee or trustees so dying, or going to reside beyond the seas, or

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School Society recommend their friends to stipulate for its insertion prior to accepting aid from the Parliamentary grant:—

"Provided always, and it is hereby declared and agreed, that if at any time hereafter the said trustees or trustee for the time being shall be desirous of freeing and relieving the said school or schools, hereditaments and premises, from the inspection of the Government Inspector or Inspectors for the time being, and shall, with the consent of the persons for the time being constituting the Committee of Management of the said school or schools, to be signified by a minute thereof in writing, pay or cause to be paid unto the Lords Committee of Council appointed to superintend the application of sums voted by Parliament for the purposes of promoting public education, or if there shall be no such Committee of Council, then to the Chancellor for the time being of Her Majesty's Exchequer, the sum of [here insert the amount granted], then and in such case, and after such payment, of which the written receipt of the Secretary for the time being of the Lords Committee of Council or of the Chancellor of the Exchequer shall be sufficient evidence, such inspection and all right and claim thereof shall thereupon cease to all intents and purposes, as if the same had never been granted by or mentioned in these presents, or enjoyed in pursuance thereof."

* This power provides for a possible change in the locality of the school, and at the same time guards against the alienation of the property from the purposes of the charity.

† Where the trustees themselves have the sole superintendence and control of the school, this clause will of course be omitted.

desiring to be discharged, or declining or becoming incapable to act as aforesaid; and upon every such appointment all the hereditaments then subject to the trusts aforesaid shall be forthwith effectually vested, by such assurances or other acts as the circumstances of the case may render proper, in such new trustee or trustees, either solely or jointly with the surviving or continuing trustee or trustees, as occasion shall require, upon the trusts and with the provisions by and in these presents declared and contained concerning the said trust premises.

"And the said A. B. doth hereby, for himself, his heirs, executors, and administrators, covenant with the said C. D., E. F., and G. H., their heirs and assigns, that notwithstanding any act or default of him, the said A. B., or of any of his ancestors, he, the said A. B., hath good right to assure the said premises to the use of the said C. D., E. F., and G. H., their heirs and assigns, in manner aforesaid; and that the said premises shall at all times hereafter be held and enjoyed upon the trusts and in manner aforesaid, without interruption from, and free from all incumbrances, by him, the said A. B., or his heirs, or any person lawfully claiming under or in trust for him or them, or any of his ancestors; and that he, the said A. B., and his heirs, and all persons claiming under or in trust for him or them, or any of his ancestors, shall, upon every request, and at the expense of the said C. D., E. F., and G. H., their heirs or assigns, make and perfect all such further assurances of the said premises as may be required by them for conveying the same to the use of the said C. D., E. F., and G. H., their heirs and assigns, in manner aforesaid.

"In witness," &c.

(D.) ADAPTATION OF SUNDAY-SCHOOLS TO THE PURPOSES OF BRITISH DAY-SCHOOLS.

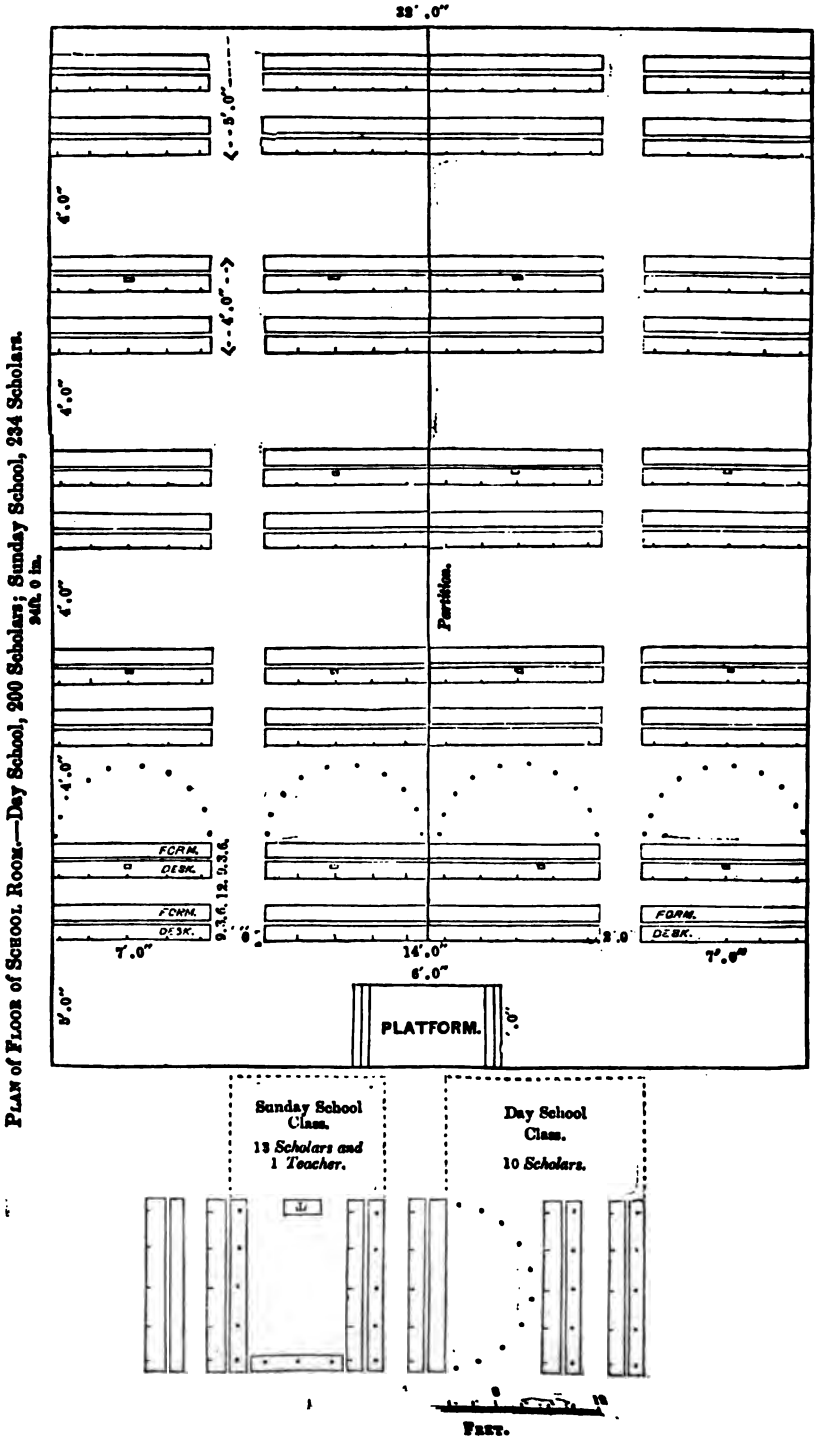
Much inconvenience has been experienced in contriving the fittings of day-schools so as to render them suitable for seating the scholars and teachers of Sunday-schools. Attempts have been made to obviate this difficulty by means of moveable desks and forms; but this plan has not fully answered its purpose. Observation and experience have fully attested that all the fittings of schools should be firmly fixed, or so contrived that they cannot be easily displaced.

In the plan hereto annexed (*see* next page) provision is made for the double purpose contemplated. All the desks and forms are designed to be fixed on the school-room floor; the open spaces are intended for teaching the drafts in the day-school, and all the scholars can be seated at the desks with their faces towards the platform. In the Sunday-school the open spaces are intended for the classes, in which the teachers can take their seats so as to command a full view of their scholars. During the devotional exercises, and at the time of addressing the whole school, the scholars can stand or take their seats at the desks, so that all may at the same time look towards the platform.

Should it be desirable to separate the boys from the girls on the sabbath day, that can easily be effected by means of a partition down the middle of the room.

As tea meetings on week days are not unfrequently held in school-rooms, the annexed plan provides admirably for that purpose; for, by having boards made 7 feet long and 3½ feet wide, to place over the double rows of desks, firm and convenient tea-tables can be quickly formed.

The expense of fitting up a school-room upon the plan now recommended would not exceed that of the usual plan for British day-schools, as the measurement of the desks and forms would be very nearly the same.


PLAN of FLOOR of SCHOOL ROOM.—Day School, 200 Scholars; Sunday School, 234 Scholars.
Sqft. 0 in.
23'.0"
5'.0"
4'.0"
4'.0"
4'.0"
4'.0"
Partition.
FORM.
DESK.
FORM.
DESK.
FORM.
DESK.
9.3.6. 12. 9.3.6.
7'.0"
6'.0"
14'.0"
6'.0"
7'.0"
8'.0"
PLATFORM.
Sunday School Class.
13 Scholars and 1 Teacher.
Day School Class.
10 Scholars.
FEET.

(E.) CERTIFICATE.

We, the undersigned, being the majority of the School Committee or Trustees representing the promoters of the erection of the school-house at
hereby certify, for the information of the Right Honourable the Lords of the Committee of Council on Education,—

1st. That the new school-house, in aid of which your Lordships were pleased to grant £ , is completed in a satisfactory and workmanlike manner, being built of the proper dimensions, and in all respects according to the plan and specification proposed to and approved by your Lordships.

2nd. That the amount of private subscriptions specified in our memorials to your Lordships has been received, expended, and accounted for; and there does not remain any debt, charge, or claim of any kind on account of the building, except what will be liquidated by your Lordships' grant, the payment of which is now prayed for.

3rd. That the site of the school-house has been obtained with a good legal tenure, and has been duly conveyed to trustees, so as to secure the building for the purpose of educating the children of the poor.

4th. That we are ready to submit to any audit of our accounts for building which your Lordships may direct, to make such periodical reports respecting the state of our schools as your Lordships may call for, and to admit your Lordships' Inspectors, according to the annexed regulation, marked (A).

In testimony whereof we affix our signatures, and request the payment of the sum appropriated to the school at aforesaid.

Signed and dated.

REGULATION (A).

The right of inspection will be required by the Committee in all cases. Inspectors, authorized by Her Majesty in Council, will be appointed from time to time to visit schools to be henceforth aided by public money.

The Inspectors will not interfere with the religious instruction, or discipline, or management of the school, it being their object to collect facts and information, and to report the result of their inspections to the Committee of Council.

TABLE XVI.—INDEX OF INSPECTED SCHOOLS, arranged by Counties.

County and Place.	Number in Order of Inspection.	Whether aided by Treasury or Committee of Council.	Year's Minutes in which Reported.	Tables Appended to the Reports of those Years in which each School Appears.
BEDFORDSHIRE.				
Leighton Buzzard	178	C C	1846	III. A B C; IX. C.
BERKSHIRE.				
Newbury	185	C C	1846	I. A B C; IX. A.
New Windsor	180	C C	1846	I. A B C; IX. A; X. A. B.
Wokingham	184	T	1846	I. A B C; IX. A.
BUCKINGHAMSHIRE.				
Denham, near Uxbridge.	181 A	Inv.	1846	IX. E.
High Wycombe	181	T	1846	I. A B C; IX. A; X. A.
Newport Pagnell	177	T	1846	I. A B C; II.; IX. A; X. A.
CAMBRIDGESHIRE.				
Basingbourne	171	T	1845	I. A B C.
			1846	IX. A.
Cambridge: Barnwell	172	C C	1845	I. A B C; II.
			1846	IX. A.
Wisbech	146 A	Inv.	1846	IX. E.
Wisbech	146	C C	1845	I. A B C.
			1846	IX. A; X. A.
Wisbech	147	C C	1845	III. A B C.
			1846	IX. C.
CHESHIRE.				
Tintwistle, near Mottram	56	C C	1844	I. A B C.
			1846	IX. A.
CORNWALL.				
Camborne	245	T	1846	I. A B C; IX. A; X. C.
Constantine	246	T	1846	I. A B C; IX. A; X. A.
Launceston	247	T	1846	I. A B C; IX. A; X. A.
Liskeard	241	T	1846	I. A B C; IX. A; X. A.
Mylor Bridge, near Falmouth.	247 A	Inv.	1846	IX. E.
Mount Charles, near St. Austell	242	T	1846	VI. A; IX. G.
St. Agnes	244	T	1846	VI. A; IX. G.
		C C		
Truro	243	T	1846	I. A B C; II.; IX. A; X. A.
CUMBERLAND.				
Allonby	6	C C	1844	I. A B C.
			1846	IX. A
Carlisle	4	T	1844	I. A B C.
			1846	IX. A.
Wigton	5	T	1844	I. A B C.
			1846	IX. A.
DERBYSHIRE.				
Chinley, near Chapel-en-le-Frith	58	T	1844	IV. A B C.
			1846	IX. D.
Derby	137	C C	1845	I. A B C; II.
			1846	IX. A; X. A.
Glossopdale Universal School.	57	T	1844	VI. A.
			1846	IX. G.
DEVONSHIRE.				
Bideford	251	T	1846	I. A B C; IX. A; X. A.
Buckfastleigh	237	T	1846	I. A B C; IX. A.
Chumleigh	250	T	1846	IV. A B C; IX. D.
Great Torrington	248	T	1846	VI. A; IX. G.
Hollacombe	249	T	1846	IV. A B C; IX. D
Honiton	235	T	1846	I. A B C; IX. A; X. A.
Kingsbridge and Dodbrooke.	238	C C	1846	I. A B C; IX. A; X. A.
Stoke, near Davenport.	239	T	1846	I. A B C; IX. A.
St. Mary Tavy	240	T	1846	IV. A B C; IX. D.
St. Sidwell	236	T	1846	V. A; IX. F.
Tiverton	252 A	Inv.	1846	IX. E; XI. G.
DORSETSHIRE.				
Blandford Forum	189	C C	1846	I. A B C; IX. A; X. A.
Corfe Castle	188	T	1846	I. A B C; IX. A; X. C.
Lyme Regis	234	T	1846	I. A B C; II.; IX. A; X. C.
Shaftesbury	190	T	1846	I. A B C; II.; IX. A.

Table XVI.—Index of Inspected Schools, &c.—*continued.*

County and Place.	Number in Order of Inspection.	Whether aided by Treasury or Committee of Council.	Year's Minutes in which Reported.	Tables Appended to the Reports of those Years in which each School Appears.
DURHAM.				
Barnard Castle	22	T	1844	III. A B C.
			1845	IX. C.
Darlington: Bridge-street	21	C C	1844	III. A B C.
			1846	IX. C.
Lynesack and Softley (Southside, near Barnard Castle).	23	T	1844	IV. A B C.
			1846	IX. D.
Nicholson-street, Sunderland	19	Inv.	1846	IX. E.
South Shields	18	T	1844	I. A B C.
			1846	IX. A.
Stockton-upon-Tees	25	C C	1844	III. A B C.
			1846	IX. C.
Sunderland: Spring Garden-lane	20	C C	1844	III. A B C.
			1846	IX. C.
ESSEX.				
Chelmsford	154	T	1845	I. A B C; II.
			1846	IX. A.
Chigwell Row	103	C C	1845	I. A B C.
			1846	IX. A.
Clavering	109	C C	1845	I. A B C.
			1846	IX. A.
Coggeshall	150	C C	1845	I. A B C; II.
			1846	IX. A.
Dunmow	166	C C	1845	I. A B C.
			1846	IX. A.
Stanstead, near Bishop Stortford	168	T	1845	IV. A B C.
			1846	IX. D.
Stratford, near Bow	85	T	1845	I. A B C.
			1846	IX. A.
Witham	149	C C	1845	I. A B C.
			1846	IX. A; X. C.
Waltham Abbey	110	C C	1845	I. A B C.
			1846	IX. A.
GLOUCESTERSHIRE.				
Cheltenham	229	T	1846	I. A B C; IX. A.
Clifton, near Bristol	216	T	1846	I. A B C; IX. A.
Ebley, near Stroud	227	C C	1846	I. A B C; II.; IX. A.
Gloucester	230	C C	1846	I. A B C; IX. A.
King's Court, Rodborough	231	T	1846	I. A B C; IX. A.
Nailsworth	232	T	1846	I. A B C; IX. A.
Stroud	228	T	1846	I. A B C; IX. A.
HEREFORDSHIRE.				
Ross and Archenfield	226	T	1846	I. A B C; IX. A.
		C C		
HERTFORDSHIRE.				
Baldock	174	T	1846	I. A B C; IX. A; X. A.
Berkhampstead	179	T	1846	I. A B C; II.; IX. A; X. A.
Bishop Stortford	165	C C	1845	I. A B C.
			1846	X. A; X. A.
Hemel Hempstead	178	T	1846	III. A B C; IX. C.
Hitchin	175	T	1846	I. A B C; II.; IX. A.
Little Hadham, near Bishop Stortford	167	T	1845	IV. A B C.
			1846	IX. D.
Mill End, Rickmansworth	180 A	Inv.	1846	IX. E.
Royston	170	C C	1845	I. A B C.
			1846	IX. A.
Ware	173	T	1845	I. A B C; IX. A; X. A.
HUNTINGDONSHIRE.				
Earith, near St. Ives	195	C C	1846	I. A B C; II.; IX. A.
HAMPSHIRE.				
Andover	186	T	1846	I. A B C; IX. A; X. A.
Fareham	118	T	1845	I. A B C.
			1846	IX. A.
Havant	121	T	1845	I. A B C.
			1846	IX. A.
Newport	124	T	1845	I. A B C.
			1846	IX. A.

Table XVI.—Index of Inspected Schools, &c.—*continued.*

County and Place.	Number in Order of Inspection.	Whether aided by Treasury or Committee of Council.	Year's Minutes in which Reported.	Tables Appended to the Reports of those Years in which each School Appears.
HAMPSHIRE—*continued.*				
Ryde (Isle of Wight)	122	C C	1845	I. A B C.
			1846	IX. A.
Southampton	119	T	1845	I. A B C.
			1846	IX. A; X. B.
Totton, near Southampton	120	T	1845	IV. A B C.
			1846	IX. D.
KENT.				
Canterbury	112	C C	1845	I. A B C.
			1846	IX. A; X. A.
Dover	113	T	1845	I. A B C.
			1846	IX. A; X. A.
Folkestone	114	C C	1845	I. A B C.
			1846	IX. A.
Woolwich, Power-street	91	T	1845	I. A B C.
			1846	IX. A.
Sheerness	111	T	1845	I. A B C.
			1846	IX. A.
LANCASHIRE.				
Bankmeadow, Manchester	50	C C	1844	I. A B C.
			1845	II.
			1846	IX. A.
Bolton	52	T	1844	I. A B C.
			1846	IX. A.
Charlestown, Salford	55	T	1844	I. A B C.
			1846	IX. A.
Churchtown Independent School	65	T	1844	V. A.
			1846	IX. F.
Egerton and Eagley Mill	66 A	Inv.	1846	IX. E.
Ellor-street, Salford	49	T	1844	I. A B C.
		C C	1846	IX. A.
Gould-street, Manchester	54	T	1844	I. A B C.
			1846	IX. A.
Lancaster	1	T	1844	I. A B C.
			1846	IX. A.
Liverpool, Circus-street	63 A	Inv.	1846	IX. E.
Liverpool Hibernian Schools	64	Inv.	1846	IX. E; XI. F.
Lower Moseley-street, Manchester	59	T	1844	II. A B C.
			1845	II.
			1846	IX. B.
Milnrow, near Rochdale	61	C C	1844	I. A B C.
			1846	IX. A.
Nova Scotia, Blackburn	53	T	1844	I. A B C.
			1846	IX. A.
Oldham Independent School	60	T	1844	V. A.
			1846	IX. F.
Over Darwen, near Blackburn	254	Inv.	1846	IX. E.
Rochdale	62	T	1844	I. A B C.
			1846	IX. A.
Southport	66	T	1844	IV. A B C.
			1846	IX. D.
Warrington	63	C C	1844	I. A B C.
			1846	IX. A.
LEICESTERSHIRE.				
Appleby, near Ashby-de-la Zouch	205 A	C C	1846	IX. E.
Leicester	199	T	1846	I. A B C; IX. A; X. A; XI. B. C.
Leicester, Archdeacon-lane	200	T	1846	III. A B C; IX.
Market Harborough	198	T	1846	I. A B C; IX. A.
LINCOLNSHIRE.				
Grantham	143	T	1845	I. A B C.
			1846	IX. A.
Lincoln	142	C C	1845	I. A B C.
			1846	IX. A; X. A B.
Long Sutton Charity School	145	T	1845	I. A B C.
			1846	IX. A; X. B.
Louth	141	C C	1845	I. A B C.
			1846	IX. A.
Spalding	144	T	1845	I. A B C.
			1846	IX. A; X. A.

Table XVI.—Index of Inspected Schools, &c.—*continued.*

County and Place.	Number in Order of Inspection.	Whether aided by Treasury or Committee of Council.	Year's Minutes in which Reported.	Tables Appended to the Reports of those Years in which each School Appears.
MIDDLESEX.				
Abbey-street, Bethnal Green	81	T	1845	I. A B C; II.
		C C	1846	IX. A; XI. E.
Anne's-place, Hackney-road	97	C C	1845	III. A B C.
			1846	IX. C.
Barbican (Jacob's Well-court)	87	T	1845	I. A B C.
			1846	IX. A.
Brentford	95	T	1845	I. A B C.
			1846	IX. A.
Bromley	84	T	1845	III. A B C.
			1846	IX. C.
Church-street, Islington	74	T	1845	VI. A.
			1846	IX. G.
City-road Chapel Schools, Radnor-street.	72	T	1845	I. A B C; II.
		C C	1846	IX. A.
Enfield	104	T	1845	I. A B C.
			1846	IX. A.
Finchley	105	C C	1845	III. A B C.
			1846	IX. C.
Fisher-street, Red Lion-square	102	T	1845	I. A B C.
			1846	IX. A.
Gascoigne-place, Castle-street, Bethnal Green.	75	C C	1845	I. A B C.
			1846	IX. A.
Westmoreland-street, Hackney-road	98	C C	1845	I. A B C.
			1846	IX. A.
Hammersmith, Chiswick, and Turnham Green.	90	T	1845	I. A B C.
			1846	IX. A.
Hart-street, Covent Garden	88	T	1845	I. A B C; II.
			1846	IX. A.
Hertford-place, Haggerstone-road	82	T	1845	III. A B C.
			1846	IX. C.
Hornton-street, Kensington	89	T	1845	I. A B C; II.
			1846	IX. A.
Latimer School, Bridge-street, Mile End.	71	C C	1845	III. A B C.
			1846	IX. C.
New Broad-street School, Whitecross-place, Finsbury.	69	C C	1845	I. A B C; II.
			1846	IX. A.
North London, Calthorpe-terrace, Gray's Inn-lane.	96	T	1845	I. A B C; II.
			1846	IX. A.
Park-lane, Kensington Gore	93	T	1845	III. A B C.
			1846	IX. C.
Pimlico (Buckingham Chapel)	187	T	1846	I. A B C; IX. A.
Princes-square, St. George's-in-the-East.	101	T	1845	I. A B C.
			1846	IX. A.
Wood-street, Spitalfields	70	C C	1845	I. A B C.
			1846	IX. A.
South Islington and Pentonville	73	C C	1845	I. A B C; II.
			1846	IX. A.
Stoke Newington	86	T	1845	I. A B C.
			1846	IX. A.
Tottenham	66 B	Inv.	1846	IX. E.
Twig Folly, Bethnal Green	83	T	1845	I. A B C.
			1846	IX. A.
Uxbridge	109	T	1845	I. A B C.
			1846	IX. A.
Wycliffe Chapel Schools, Philpot-street, Stepney.	100	T	1845	I. A B C; II.
			1846	IX. A.
MONMOUTHSHIRE.				
Newport	225	T	1846	I. A B C; IX. A.
Newport	225 A	Inv.	1846	IX. E; IX. A.
NORFOLK.				
Beach, Caister, near Great Yarmouth	158	T	1845	III. A B C.
			1846	IX. C.
Costessy	161	T	1845	I. A B C.
			1846	IX. A; X. C.
East Dereham	162	C C	1845	I. A B C; II.
			1846	IX. A; X. A.
Ketteringham	159 A	Inv.	1846	IX E.
King's Lynn	163	C C	1845	I. A B C.
			1846	IX. A; X. A.

Table XVI.—Index of Inspected Schools, &c.—*continued*.

County and Place.	Number in Order of Inspection.	Whether aided by Treasury or Committee of Council.	Year's Minutes in which Reported.	Tables Appended to the Reports of those Years in which each School Appears.
NORFOLK—*continued*.				
St. Miles (Michael's), Norwich	160	C C	1845	III. A B C.
			1846	IX. C.
Union-place, Heigham, Norwich	159	T	1845	III. A B C.
			1846	IX. C.
Thetford	164	T	1845	III. A B C.
			1846	IX. C.
NORTHAMPTONSHIRE.				
Kettering	196	T	1846	I. A B C; IX. A.
Peterborough Wesleyan School	148	T	1845	V. A.
			1846	IX. F.
Rothwell	197	T	1846	I. A B C; IX. A.
NORTHUMBERLAND.				
Alnwick	11	C C	1844	III. A B C.
			1846	IX. C.
East Ord, near Berwick-upon-Tweed	8	C C	1844	IV. A B C.
			1846	IX. D.
Holywell, near Earsden	16	T	1844	IV. A B C.
			1846	IX. D.
Howdon Pans, near Newcastle-upon-Tyne.	12	C C	1844	IV. A B C.
			1846	IX. D.
Lowick, near Berwick-upon-Tweed	9	C C	1844	IV. A B C.
			1846	IX. D.
Morpeth	14	Inv.	1846	IX. E.
Morpeth Borough Schools	13	T	1844	I. A B C.
			1845	II.
			1846	IX. A.
Seaton Bourn, near Newcastle-upon-Tyne.	15	T	1844	IV. A B C.
			1846	IX. D.
Spital, near Berwick	7	C C	1844	II. A E C.
			1846	IX. B.
Tynemouth or North Shields.	17	T	1844	I. A B C.
			1845	II.
			1846	IX. A.
Warrenford, near Belford	10	T	1844	IV. A B C.
			1846	IX. D.
NOTTINGHAMSHIRE.				
Nottingham	138	T	1845	I. A B C.
			1846	IX. A.
Sutton-in-Ashfield	139	T	1845	I. A B C.
			1846	IX. A; X. A.
OXFORDSHIRE.				
Banbury	253	Inv.	1846	IX. E; XI. D.
Chinnor	182	C C	1846	I. A B C; IX. A; X. A.
Hook Norton, near Chipping Norton	252	C C	1846	IX. E.
Thame	183	T	1846	I. A B C; IX. A; X. A.
SHROPSHIRE.				
Oswestry	132	T	1845	I. A B C.
			1846	IX. A.
Wem	133	T	1945	I. A B C.
			1846	IX. A.
SOMERSETSHIRE.				
Crewkerne	233 A	Inv.	1846	IX. E.
Street and Walton, near Glastonbury	218	T	1846	I. A B C; II.; IX. A.
Taunton	233	T C C	1846	I. A B C; IX. A; X. A.
Woodburrow (Winscombe)	217	T	1846	I. A B C; IX. A.
STAFFORDSHIRE.				
Bilston	211	T	1846	I. A B C; II.; IX. A.
Burton-on-Trent	204	C C	1846	I. A B C; IX. A; X. A.
Chealynhay and Great Wyrley	209	T	1846	IV. A B C; IX. D.
Darkhouse	213	T	1846	I. A B C; II.; IX. A.
Darlaston Primitive Methodist School	212	T	1846	V. A.; IX. F.
Newcastle-under-Lyne	135	T	1845	I. A B C.
			1846	IX. A.
Pelsall Wesleyan School or Chapel	210	T	1846	V. A; IX. F.
Ruiton, near Dudley	215	T	1846	I. A B C; II.; IX. A.

Table XVI.—Index of Inspected Schools, &c.—*continued.*

County and Place.	Number in Order of Inspection.	Whether aided by Treasury or Committee of Council.	Year's Minutes in which Reported.	Tables Appended to the Reports of those Years in which each School Appears.
STAFFORDSHIRE—*continued.*				
Stafford	136	T	1845	I. A B C.
			1846	IX. A.
West Bromwich (Ebenezer)	206	C C	1846	I. A B C; IX. A.
Willenhall, Little London	207	C C	1846	I. A B C; IX. A; X. A.
Willenhall Primitive Methodist School or Chapel.	216	T	1846	V. A; IX. F.
Wolverhampton	208	T	1846	I. A B C; II.; IX. A.
SUFFOLK.				
Beccles	155	T	1845	I. A B C.
			1846	IX. A.
Bungay	157	T	1845	I. A B C.
			1846	IX. A; X. A.
Hadleigh	151	T	1845	I. A B C; II.
			1846	IX. A.
Wickham Market, near Woodbridge	152	T	1845	IV. A B C.
			1846	IX. D.
Wrentham, near Beccles	156	T	1845	IV. A B C.
			1846	IX. D.
Woodbridge	153	C C	1845	I. A B C.
			1846	IX. A.
SURREY.				
Brixton Hill	99	T	1845	I. A B C.
			1846	IX. A.
Churchfield, Mortlake	79	C C	1845	I. A B C; II.
			1846	IX. A.
Crawford-street, Cold Harbour-lane, Camberwell.	77	C C	1845	I. A B C.
			1846	IX. A.
Dorking	108	C C	1845	I. A B C.
			1846	IX. A.
Farnham	107	T	1845	I. A B C.
			1846	IX. A.
Great George-street, Bermondsey	92	T	1845	I. A B C.
			1846	IX. A.
Guildford	106	T	1845	I. A B C.
			1846	IX. A.
Leipsic-road, Camberwell	78	T	1845	I. A B C.
			1846	IX. A.
New-street, Deptford	80	C C	1845	III. A B C.
			1846	IX. C.
Silver-street, Rotherhithe	94	T	1845	I. A B C.
			1846	IX. A.
Wirtemberg-place, Clapham	76	C C	1845	I. A B C.
			1846	IX. A.
SUSSEX.				
Hastings	115	T	1845	I. A B C.
			1846	IX. A.
North-lane, Brighton	117	T	1845	I. A B C.
			1846	IX. A; X. A and B.
Union Charity Schools, Brighton	116	T	1845	I. A B C.
			1846	IX. A; X. A.
WARWICKSHIRE.				
Coventry (Vicar-lane)	201	T	1846	I. A B C; IX. A.
Coventry, (St. Nicholas-lane)	202	T	1846	I. A B C; IX. A.
Erdington	203	T	1846	IV. A B C.; IX. D.
Southam	205	C C	1846	IV. A B C.; IX. D.
WESTMORELAND.				
Kendal	3	T	1844	I. A B C.
			1846	IX. A; XI. A.
WILTSHIRE.				
Buckhill, near Calne	232 A	Inv.	1846	IX. E.
Corsham	194	T	1846	I. A B C; IX. A; X. A.
Devizes	193	T	1846	I. A B C; IX. A; X. A.
Downton	191	C C	1846	I. A B C; IX. A; X. A.
Warminster	192	T	1846	I. A B C; IX. A.
WORCESTERSHIRE.				
Dudley	214	T	1846	I. A B C; IX. A; X. A.

Table XVI.—Index of Inspected Schools, &c.—*continued.*

County and Place.	Number in Order of Inspection.	Whether aided by Treasury or Committee of Council.	Year's Minutes in which Reported.	Tables Appended to the Reports of those Years in which each School Appears.
YORKSHIRE (East Riding).				
Bridlington Quay	30	T	1844	III. A B C.
			1846	IX. C.
Dock Green, Hull	31	T	1844	I. A B C.
			1846	IX. A.
Holderness Ward, Hull	32	T	1844	I. A B C.
			1846	IX. A.
YORKSHIRE (North Riding).				
Brompton, near Northallerton	27	C C	1844	I. A B C.
			1846	IX. A.
Great Ayton	24	Inv.	1846	IX. E.
Middlesborough-upon-Tees	26	"	1844	I. A B C.
			1845	II.
			1846	IX. A.
New Malton	29	T	1844	III. A B C.
			1846	IX. C.
Thirsk	28	T	1844	I. A B C.
			1846	IX. A.
YORKSHIRE (West Riding).				
Ackworth, near Pontefract	45 A	Inv.	1846	IX. E.
Cleckheaton, near Leeds	38	T	1844	I. A B C.
			1845	II.
			1846	IX. A.
Doncaster	44	T	1844	I. A B C.
			1846	IX. A.
Great Timble, near Otley	43	T	1844	IV. A B C.
			1846	IX. D.
Hainworth Wesleyan School	41	T	1844	V. A.
			1846	IX. F.
Holbeck and Wortley, Leeds	46	T	1844	I. A B C.
		C C	1846	IX. A.
Holm-lane, near Bradford	47	T	1844	IV. A B C.
			1846	IX. D.
Horkinstone Baptist School or Chapel	42	T	1844	V. A.
			1846	IX. F.
Huddersfield	39	T	1844	I. A B C.
			1846	IX. A.
Keighley Baptist School	40	T	1844	V. A.
			1846	IX. F.
Leeds, Messrs. Marshall's Schools	46 A	Inv.	1846	IX. E.
Lidgett Green Independent School	48	T	1844	V. A.
			1846	IX. F.
Northowram, near Halifax	35	C C	1844	III. A B C.
			1846	IX. C.
Overton, near Wakefield	34	C C	1844	IV. A B C.
			1846	IX. D.
Pontefract	45	T	1844	I. A B C.
			1846	IX. A.
Rastrick, near Halifax	36	T	1844	I. A B C.
			1846	IX. A.
Rotherham	140	T	1845	I. A B C.
			1846	IX. A; X. A and B.
Sedbergh	2	C C	1844	I. A B. C.
			1846	IX. A.
Sheffield Roman Catholic Day School	67	T	1844	II. A B C.
			1846	IX. B.
Shelf, near Halifax	37	T	1844	I. A B C.
			1846	IX. A.
Upper Hallam Independent School	68	T	1844	V. A.
			1846	IX. F.
Warmfield, near Wakefield	33	T	1844	IV. A B C.
			1846	IX. D.
SOUTH WALES.				
Briton Ferry, near Neath	219	C C	1846	I. A B C; IX. A.
Carne School	222	T	1846	VI. A; IX. G.
Haverfordwest	223	T	1846	III. A B C; IX. C.
Mumbles, near Swansea	218	T	1846	III. A B C; IX. C.

Table XVI.—Index of Inspected Schools, &c.—*continued.*

County and Place.	Number in Order of Inspection.	Whether aided by Treasury or Committee of Council.	Year's Minutes in which Reported.	Tables Appended to the Reports of those Years in which each School Appears.
SOUTH WALES—*continued.*				
Narberth	220	T	1846	IV. A B C; IX. D.
St. Dogwell's	224	T	1846	I. A B C; IX. A.
Talybont, near Aberystwith	126	C C	1845	IV. A B C.
			1846	IX. D.
Templeton	221	T	1846	IV. A B C; IX. D.
NORTH WALES.				
Bangor	130	C C	1845	I. A B C.
			1846	IX. A.
Chester-street, Wrexham	134	T	1845	I. A B C.
			1846	IX. A.
Glendyfrdwy, near Llangollen	131	C C	1845	IV. A B C.
			1846	IX. D.
Heneglwys, near Llangefni	128	C C	1845	IV. A B C.
			1846	IX. D.
Holyhead	129	T	1845	I. A B C.
			1846	IX. A; X. A.
Portmadoc and Tremadoc	127	T	1845	I. A B C.
		C C	1846	IX. A; X. A.
CHANNEL ISLANDS.				
Guernsey, St. Peter's Port	125	C C	1845	I. A B C.
			1846	IX. A.

Report on the Normal and Model Schools of the British and Foreign School Society, situated in the Borough Road, London. By Joseph Fletcher, Esq., Her Majesty's Inspector of Schools.

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My Lords, Privy Council Office, 7th April, 1847.

In obedience to the instructions conveyed to me by your Lordships' secretary, I proceeded, in the middle of February, to make a first inspection of the normal and model schools of the British and Foreign School Society, in the Borough Road, London, after having previously spent a few days in the model schools, before the dispersion of the children for the Christmas holidays, when, however, the darkness and severity of the weather both injured the attendance and partially interrupted the work of the classes. I have now, in accordance with the like instructions, to submit to your Lordships an outline of the history of this important institution, its constitution and its operations, though yet destitute, I regret to say, of the advantages derivable from a second inspection, with a mind forewarned of each feature demanding especial notice, and enabled to make some estimate of progress by reference to previous observations. The actual inspection of these schools occupied five weeks of my time, for they form *two separate institutions*, each composed of a normal and model school for males and females respectively, and the whole attended by upwards of a hundred teachers and a thousand children; and though the term of training for the former is, in practice, comparatively limited, yet the necessity for crowding every effort for their advancement, which can be made in other institutions during a somewhat lengthened period, within this narrow space of time, does but render necessary a regard more watchful than usual of all the elements introduced, to detect, amidst the press, those to which success or failure are justly attributable. The want of ampler resources, and a longer period of study, so far from dispensing with a close examination into the economy of existing means, does but render it, therefore, the more important; for the public necessity will not wait until a *perfect* system of satisfying it shall be prepared.

The newer normal institutions which your Lordships have aided sprung at once into being, each with its own complete scheme of education and training, for a period of time decidedly longer than it has ever been found practicable to adopt in the Borough Road School. The latter, on the other hand, from the time when Joseph Lancaster first found friends in his enthusiastic labours, have been the subjects of a management not less cautious than energetic; one which, while it has laboured to increase the demand for teachers, and to raise the standard of their qualifications, has yet been constantly guided by a careful estimate of the actual extent and character of that demand, as marking the limits within which its labours and its resources could be most beneficially applied. At first it was attempted to raise a number of the monitors into pupil teachers, and bring these up to the profession of teaching in schools for the poor; but the pecuniary cost and moral hazards attaching to this course soon compelled the Committee to adapt their plans

principally to admitting to the benefits of a training simply the best instructed of those who, *at mature age*, would, under existing circumstances, offer themselves for the career of schoolmaster to the poor; preferring, of course, those just entering into adult age, and possessed of the greatest energy and resources of character, and keeping them in the institution as long as their slender resources, or the great demand for schoolmasters at the existing rates of remuneration, would permit. In spite of constant endeavours on the part of the Committee to increase the proportion of students remaining in the institution for a whole year, there were, at the time of my visit, only four in the male and none in the female department who had been availing themselves of its advantages for upwards of six months; and only 23 in the male, with 20 in the female department, who had been in the institution previous to the commencement of the current quarter; while the remaining 39 in the male and 15 in the female department had been admitted at or since the commencement of the quarter. It is the rule of the institution to receive none for less than six months' training, but the demand for teachers is such, that it is impossible to keep many of them even for this time, whatever may be the deficiencies with which they entered, and which there may not have been opportunity to remove. Under such circumstances, it is almost impossible to institute an exact comparison between this and the other English training institutions which are officially visited by Her Majesty's Inspectors of Schools; for the only near analogy that could be found in the whole kingdom would be in the original centre of the National School Society's operations, in the Sanctuary at Westminster, with its dependent establishments; and this, having received no aid from Government, is not open to official inspection. I shall best carry out my instructions, therefore, by simply describing, as succinctly as I am able, the constitution of the British and Foreign School Society, its aims, its means, and its progress, without reference to those of any other institution whatever. The materials for this description are the reports of the society, the records of its correspondence with the Committee of Council, the evidence of its officers, my own notes of attendance at each lesson of every normal school class in at least one complete round of its studies, the examination papers filled up by the senior classes of students, and my notes of personal interrogation in the others and of personal inspection in each department of the model schools.

The model schools are, indeed, of older date than the normal schools which have grown out of them. That for boys is the same which was originally organized upon more humble premises, on the opposite side of the same street, by Joseph Lancaster himself, in 1798. His own narrative will best trace its infant course:—

"The undertaking," he says, "was begun under the hospitable

roof of an affectionate parent: my father gave the school-room rent free, and, after fitting up the forms and desks myself, I had the pleasure, before I was 18, of having near 90 children under instruction, many of whom I educated free of expense. As the number of scholars continued to increase I soon had occasion to rent larger premises.

"A season of scarcity brought the wants of poor families closely under my notice: at this time a number of very liberal persons enabled me to *feed* the hungry children. In the course of this happy exertion, I became intimately acquainted with the state of many industrious poor families, whose necessities had prevented the payment of the small price of their children's tuition, some of whom had accumulated arrears for many weeks. In every such case I remitted the arrears, and continued the children's instruction free of expense.

"The state of the poor, combined with the feelings of my mind, had now blended the pay school with a free school. Two benevolent private friends had been in the habit of paying for five or six poor children at the low price I had fixed as the assize of education or mental bread for my neighbourhood. I easily induced these friends to place the money they gave, *as pay*, in the form of a subscription."

The numbers now increased, and a new school-room became necessary. It was happily provided. "The second building," he adds, "I owe to the benevolence of the Duke of Bedford and Lord Somerville, who appeared to be sent by Providence to open wide before me the portals of usefulness for the good of the poor.

"The children now came in for education like flocks of sheep; and the number so greatly increased as to place me in that state which is said to be the mother of invention. The old plan of education, in which I had been hitherto conversant, was daily proved inadequate to the purposes of instruction on a large scale. In every respect I had to explore a new and untrodden path. My continual endeavours have been happily crowned with success.

"A youth of 18, entering into my first pursuit with all the energy I was capable of—a father's table, free from expensive habits,—a simple manner of living, and having no rent to pay,—a stranger to the love of gain—relying on the blessing of heaven to prosper my exertions: hard things have become easy, and rough ways plain before me."

Such was the Borough Road School from 1798 to 1804—the first six years of its existence.

In 1805 the sum of 400*l.* was raised, in donations, as a capital for TRAINING SCHOOLMASTERS, by boarding youths for that purpose. "This subscription," says Mr. Lancaster, "emboldened me to board, clothe, and apprentice for several years, a number of young lads then leading monitors in my school."

Here we have the germ of all subsequent institutions for training elementary teachers; it may be termed the first normal school established in England.

"Up to this period," he says, "I had not contracted any material debt. My embarrassments commenced in consequence of the erection of the very plain buildings which were absolutely necessary to accommodate the young men and lads I undertook to qualify for schoolmasters."*

It was at this crisis in his fortunes, that in 1808, "when he and his plans were comparatively but little known,—when but few of the schools were established,—when the subscriptions for training masters were reduced to little more than those of the King and the Royal Family,—when the founder was in debt between four and five thousand pounds, and was harassed by lawsuits,—when the whole was upon the brink of utter ruin," that the whole undertaking was rescued by Joseph Fox, who "advanced about 2000*l.* out of his own private fortune, and made himself responsible for as much more as was requisite to settle in full with all the creditors;"† and never thenceforth relaxing in his exertions, in spite of opposition and ingratitude, he continued to be the honorary secretary of the *association* of which he thus became the second founder, until his death in 1816. This association was at first, in 1808, called the "Royal Lancasterian Institution for promoting the Education of the Children of the Poor;" but by the rules and regulations shortly afterwards adopted for the government of the institution, and which still remain in force, it was designated "the Institution for promoting the Education of the Labouring and Manufacturing Classes of Society of every Religious Persuasion," and, for the purpose of making manifest the extent of its objects, "the British and Foreign School Society." The late William Allen coming (with the late William Corston, the late Joseph Foster, and several other of the earliest and most ardent friends of the undertaking) to the aid of Mr. Fox, on his first assumption of these grave responsibilities, became a friend scarcely less devoted to the interests of this institution, in the office of its treasurer, until his decease in 1843. Around these as a centre (preserving, as they did, the unwavering countenance and support of the King and the Royal Family, especially of the father of Her present Majesty), a band of faithful friends, powerful patrons, and able advocates, soon arrayed themselves; and the gradual growth of the institution out of embarrassment into strength was henceforward secured, amidst frequently recurring difficulties, it is true,

* Report of Joseph Lancaster's progress from 1798, as quoted in the "Proceedings of an Educational Conference held by the British and Foreign School Society, on the 14th and 15th March, 1844;" published under the direction of the Committee.

† Address of the Professor of Natural and Experimental Philosophy at Guy's Hospital, 7th May, 1847.

but without its exertions, in a constantly widening circle, being for an instant suspended.

The British and Foreign School Society was founded on the principle that the religious education of the children of the poor by day schools is a *social* duty of Christian citizens possessed of light and of means beyond the general body of their fellow countrymen. "Regarding the instruction of the people as a NATIONAL object, it has always maintained that it ought to be treated *nationally*; that is to say, with reference to the *country* rather than to *parties*; to *towns* rather than to *churches*; to districts rather than to congregations."* It appears never to have expected that any number of parties, unmoved by Christian principle, would be found in its ranks, and never to have contemplated any system of instruction which had not the Gospel for its basis. Until very recently, indeed, the language of Scripture, in the authorized version, was the sole text for all instruction in reading, throughout the whole of the schools in connexion with it. It was obvious, at the time of its formation, that the Church of England and the different Dissenting congregations in this kingdom were not, practically, regarding the *daily* instruction of the children of the poor as any object of their spiritual organization; and it was contemplated that the whole strength of their ministry would always be so absorbed by the daily necessities of their numerous flocks, that there existed a permanent field of philanthropic labour in raising the children of the poor to a state more fit to enter, and more predisposing them to enter, the Sunday schools and the places of worship which were already or might hereafter be provided. It had very soon, therefore, to be determined on what specific grounds the members of different religious communities could unite in the discharge of the great social duty to which they had been newly awakened. The clergy and a majority of the laity of the Established Church adopted the view that there could be no field of social duty in advancing the religious education of the poor, external to the Church, however much neglected that duty might have been within it, and the result was the formation of the National School Society, on the principle that every child must be instructed in the catechism and liturgy of the Established Church, under the eye of the clergyman, if instructed at all in the schools connected with it. But the founders of the British and Foreign School Society appear to have been swayed by the considerations recently stated with great succinctness by one of its members, in discussing the tendency to "denominational" action, which has recently developed itself in some sections of the religious bodies, which, from the first, gave in their general adherence to the principles of the Society:—

"We are united," he says, "for the alleviation and removal, if possible, of a great national evil. If society were exactly in that

* Educational Conference of 1844, p. 21.

Christian condition which we could wish, probably the labours of this society would be superfluous. But that is not our happy condition. We know there is an immense mass of ignorance, of suffering, of vice and misery, in connexion with the present state of society. Now, the question is, how can we best, through the instrumentality of education, diminish this mass of suffering and evil, and promote the physical, the intellectual, and the moral welfare of the community at large? Now I think this question has been mixed up too much with the question of abstract right. I hold it to be perfectly free to my friend near me, and his friends, and the class to which I belong, or any other class, to establish schools,—missionary schools, if they please to call them so,—to take a building, and to invite the parents of children to send their children to be taught what they believe to be the truth, and that they should affectionately and earnestly endeavour to improve the minds of the children, and the parents too, teaching in the streets, in the market-place, and in the school, and that it is an absolute right on the part of the Independents, on the part of the Wesleyans, the Quakers, on the part of the Roman Catholics to do so. But let me suppose there is an Independent school established upon this principle, in which the peculiar principles of that society are to be specifically instilled into the minds of the children, the question is—is that the way by which the great evil can be most effectually removed? I have a right, I admit, to go and establish a school in which all the peculiarities of my own class are taught. But what I wish to ask is—is that the best mode by which we can meet the great evil which prevails in society at large? The question is, whether by this congregational movement I am to understand simply a movement *to collect the means* of carrying out a truly liberal, enlightened, and scriptural education? or whether it is a denominational movement, to carry out the secular instruction of the people in connexion with instruction in peculiar dogmas? If it be really, and purely, and simply, a congregational movement, *to collect sums of money* for carrying out enlightened principles of education, I say, then, its promoters are deserving of our warmest thanks. But let me put another supposition.

"I will suppose some manufacturing town, in which there is a majority of Independents. Those Independents say, 'We can carry a school here; we will have a school entirely of our own; we will make it a good school, and we won't force conscience, but we will have something that we think a proper course of religious instruction: we will not confine ourselves in any way; our ministers shall come in, and teach and preach to individual children as they like.' What is the result if no other body of Christians can support a school in that place? Is there no imposition on conscience? Is there no infringement of that liberty upon the defence of which the Independents pride themselves? I do not mean any reflection on them, for they have been pre-eminent in the defence

of liberty. Is it no infringement upon liberty when in this town nobody can establish another school? If there is a Wesleyan, a Quaker, a Churchman, is it no imposition upon conscience when this is the only school to which they can go, when they cannot have a plain simple teaching from the Scriptures alone, and have the benefit of intellectual instruction, without the peculiar inculcation of the tenets of any one particular sect? I think it is. It is not, therefore, a question as to what any particular religious society can or cannot do, but it is a question which involves seriously the interests of liberty, the interests of education, and let me say, the interests of religion also; for there is nothing which so impugns the religion of Jesus Christ as impositions upon conscience. Let me be understood; I do not mean to speak with any feeling of indifference as to peculiar religious opinions. I have no feeling of indifference about the points which divide us. I believe they are important; but the question is, whether, by carrying out our individual differences, we provide the best system of education, not for our own children, but for the mass. I must say I think there is a little tendency (if I may be allowed to say it) on the part of religious denominations to indulge something of that feeling which, I am sure, all will allow it is better to avoid, and much more in conformity with the doctrine and spirit of our holy religion to avoid; I mean the resenting an injury. It is far better to act independently of what all others may do, upon the great fundamental truths of our common Christianity, despite all the opposition and bad example, and, I will allow, most irritating opposition of those who wish to carry out a distinct, sectarian, and, as I believe, injurious system for the education of the people."*

Accordingly, in the report presented to the subscribers in the first public meeting of the Society, in 1811, it is stated, that "in order to obviate the scruples which parents and guardians, attached to any particular form of Christianity, might feel, with respect to the religious instruction imparted in Mr. Lancaster's schools, and in order to extend the benefits of his plan of education to all the religious denominations of the community, instead of confining them to one or to a few, it is an inviolable law to teach nothing but what is the standard of belief to all Christians, THE SCRIPTURES THEMSELVES."† In the report of the following year, again, it is reiterated that "in the Lancasterian schools the object of instruction is the Holy Scriptures, a basis on which Christians of every name may meet. This system is calculated to unite the exertions and concentrate the pecuniary supplies of the benevolent of every profession. It has in mistake been called a *Dissenting* plan. This epithet is most erroneously applied, for nothing is introduced

* Observations of Samuel Tuke, Esq., of York, in the Society's "Educational Conference" of 1844, p. 26.

† Report of the Finance Committee and Trustees for 1811, as quoted in the "Educational Conference," p. 8.

tending in the smallest degree to alienate the affections of the pupils from the Established Church. As the only basis on which persons of different denominations can meet, all *sectarian peculiarities* are excluded from the schools, and the committees are requested to provide for the catechetical instruction of the children according to the religious community to which the parents of the children may belong. Acting upon this principle the school can never become an engine of proselytism. * * * * That fundamental regulation of the British and Foreign Bible Society which confines the dispersion of the Scriptures to editions without note or comment, is here recognised in teaching children to *read* that sacred volume without the addition of *any sectarian bias*, in attempting to explain its contents according to the tenets of any particular religious denomination."*

The provision for the *catechetical* instruction of the children, according to the religious community to which their parents may belong, appears almost universally to have been carried out by regulations requiring the attendance of all the children at some Sunday school or place of worship determined by the parents, though it would, probably, likewise sanction the special religious instruction by the master, *out of school hours*, of the children of the same communion with himself, if required to undertake that duty by his committee.

The following year the same committee, from whose report the sentiments already quoted have been drawn, presented the following rules and regulations, which have ever since been recognised as fundamental, and which were unanimously agreed to. These were introduced by the late Duke of Bedford to a general meeting. The reason why the institution had continued so long destitute of a code of laws, is explained by the peculiar circumstances of its origin and progress. The following are the rules adopted:—

I. This institution shall be designated "The Institution for promoting the Education of the Labouring and Manufacturing Classes of Society of every religious persuasion," and for the purpose of making manifest the extent of its objects, the title of the Society shall be "THE BRITISH AND FOREIGN SCHOOL SOCIETY."

II. This institution shall consist of a patron, vice-patrons, president, vice-presidents, treasurer, secretaries, life and annual members, together with such officers as may be deemed necessary for conducting the affairs of the institution.

III. The institution shall maintain a school on an extensive scale to educate children. It shall support and train up young persons of both sexes for supplying properly-instructed teachers to the inhabitants of such places in the British dominions, at home and abroad, as shall be desirous of establishing schools on the British system. It shall instruct all persons, whether natives or foreigners, who may be sent from time to time for the purpose of being qualified as teachers in this or any other country.

* Report of the Finance Committee and Trustees for 1812, as quoted in the "Educational Conference," p. 9.

*** The school shall be open to the public, for the purpose of exhibiting the system of teaching and training, every day, from nine to twelve o'clock, and from three to five, Saturdays excepted.

IV. All schools which shall be supplied with teachers at the expense of this institution shall be open to the children of parents of all religious denominations. Reading, writing, arithmetic, and needlework, shall be taught; the lessons for reading shall consist of extracts from the Holy Scriptures; no catechism or peculiar religious tenets shall be taught in the schools, but every child shall be enjoined to attend regularly the place of worship to which its parents belong.

*** The grand object of the institution being to promote education in general, any application for the training of a teacher, at the expense of the person thus applying, will be attended to, although such intended school is not to be conducted on the extended principles of this institution.

V. Every person subscribing annually one guinea and upwards, shall be deemed a member of this institution during the continuance of such subscription.

VI. Every person subscribing ten guineas and upwards shall be a member for life; and, upon any legacy being paid to the treasurer, the executors who have administered shall be members for life, calculating at the rate of fifty pounds for each executor; and in case the legacy shall not amount to a sufficient sum to extend the privilege to all, preference shall be given to the first named in the will.

VII. A general meeting of the subscribers shall be held every year, in the month of May,* or as near thereto as may be deemed expedient by the Committee, when an account of the receipts and disbursements for the preceding year, and the proceedings of the institution, and all other institutions at home and abroad, established on the British system, shall be stated, and a report for publication agreed upon.

The attendance of ladies, and the members of the Committees of country and local schools on the British system, is particularly solicited.

*** Notice shall be given by public advertisement in, at least, four morning and evening papers.

VIII. At the general meeting the president, vice-presidents, treasurer, and secretaries, shall be elected. A Committee of forty-eight subscribers shall be chosen, and denominated the General Committee for conducting the affairs of the institution, with power to fill up vacancies during the year. Thirty-six shall be re-eligible from the Committee of the preceding year. Two or more subscribers shall be nominated as auditors of the accounts of the institution. All officers receiving emolument, or who are not specified in this rule, shall be in the appointment and under the control of the Committee; and the Committee shall be empowered to fill up vacancies which occur by death or resignation during the year.

*** No member of the Committee shall, at any time or under any circumstances, receive any pecuniary advantage from the society, nor shall the society ever make any dividend, gift, division, or bonus in money or otherwise, unto or between any of its members.

IX. The Committee shall meet once or oftener in every month, and shall elect at the first meeting in every year, either from among them-

* The Committees of all other institutions on the British system of education are particularly requested to transmit the Reports of their proceedings to the Secretary of the Parent Society before the 1st of April in every year.

selves or from the general body of subscribers, seven as a Committee of Finance and twelve as inspectors. Of these Committees two members shall constitute a quorum.

X. A Committee of twenty-four ladies shall be appointed by the General Committee to superintend the concerns of the female department of the school and training establishment. They will be expected to make a written report of their proceedings to the General Committee once every month.

XI. The vice-patrons, president, vice-presidents, treasurer, and secretaries, shall be considered as members of the General Committee, and the treasurer and secretaries members of all Committees.

XII. A special general meeting, at which no less than thirty shall constitute a quorum, shall be called at any time, at the requisition of the Committee, or any twenty-four subscribers, on addressing a letter to the secretaries, specifying the object of the meeting, at which no other business shall be brought forward. Ten days' notice shall be given, in at least four morning and evening papers, of every such intended meeting, and of the purpose for which it is called.

XIII. In case of equality of votes at any general or Committee meeting the chairman shall be entitled to a second or casting vote.

XIV. All payments made on account of this institution shall be signed by, at least, three of the Committee in committee.

XV. None of the rules of the institution shall be repealed or altered, nor any new ones established, but at the general meetings or at a special general meeting called for that purpose; nor shall any new rule, or abrogation or alteration of any existing rule, be valid, until confirmed by a subsequent general meeting.

"Like every other rule and regulation," states the publication of the Committee which I have already quoted, speaking of the fourth in the above list, "this is to be interpreted according to the known views and wishes of its framers. Those views were, a hearty desire for the universal instruction of poor children, a sacred regard for the Holy Scriptures as the basis of all religious instruction, and a profound respect for the rights of conscience in the humblest and weakest of the human family.

"These are the principles that have invariably regulated the practice of the model schools, and they have now been found to work for upwards of five and thirty years harmoniously and effectively. Adhering to these rules, religious instruction has been imparted without difficulty, and improvements of every kind have been gradually introduced. It is easy to say that practically the schools do not please all; it is as easy to reply, that no human scheme ever can. It is enough if they are based on that principle, upon which, without sacrifice of conscience, the greatest possible number of Christians are found able to unite in promoting the instruction of the poor."*

Again, the Committee state to the conference of members of the Society:—

* "Educational Conference" of 1844, p. 12.

"I.—That the fundamental rule of the Society, that 'no catechism, or peculiar religious tenets, shall be taught in the schools,' was never intended to exclude, and never had practically impeded, the teaching of any of the great, leading, fundamental doctrines of the everlasting Gospel, in the plain, simple, and intelligible language of Holy Scripture.

"II.—That it *was intended* to forbid, and has practically prevented, the teaching of denominational catechisms, *in school hours, and as a part of ordinary school instruction*, on the ground that such denominational teaching was incompatible with the union of Christians in the promotion of education, and inconsistent with any regulation for making the school really available to children of all religious denominations.

"III.—That it did not preclude, nor was ever intended to interfere with, any separate arrangement which parties might choose to make for teaching such peculiarities, *out of school hours*, to children whose parents might think fit to send them for this purpose.

"Some difference of opinion was manifested as to the propriety of a school-room, erected by subscription from all denominations, being lent *at any time* for the purpose of denominational teaching; but it was seen that this point must, after all, be left to the decision of each separate local Committee. Where a school-room belongs to one denomination, no such difficulty exists.

"It was also distinctly understood, that, while the Society did not object to the arrangement referred to, or consider that such regulation interfered with the fundamental principles of the institution, it nevertheless recommended, *in preference*, that denominational teaching should be reserved for the Sunday-school, where the children were considered to be exclusively under the direction of the ministers and Churches to which they might respectively belong."

Also, in the Annual Report for the same year, the Committee most "cordially adopt" the sentiments uttered at their meeting of the preceding year, in reference to this vital point, by the Hon. and Rev. Baptist Noel, who, after quoting the example of the Religious Tract Society and the London City Mission, added, that "in schools all the religion that is needed to make a creature wise for eternity and happy for time, preparing him to fulfil his duty to his Creator, his neighbour, and his family, may be taught where denominational instruction is excluded; but it is impossible that a religious education should be given, whatever be the system that introduces it, whatever the denominational instruction you secure, unless that school is placed under a religious master. It is a religious man who alone can give to the child anything that can deserve to be called a religious education."†

Improved methods of teaching, involving more of oral interrogation and explanation than characterized those of the earliest Lan-

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* "Educational Conference" of 1844, p. 12. ‡ Report for 1844, p. 10.

casterian schools, methods which are necessarily employed not less with the sacred text than with secular reading lessons, have occasionally caused objections to be raised against the scriptural instruction in some of the local schools; but the only practical results to which these minute criticisms of the oral explanations can tend, especially if the divinity of the Saviour is to be treated as a "peculiarity" of doctrine, is to restrict all intelligent reading to the secular lessons only, or to expel the Bible altogether from schools in which there are no reading-books but the Scriptures; and this is a result which cannot seriously be contemplated by any party.

In any case the connexion between the central Society and the local schools has never been such as to enable the former to exercise any direct control over the proceedings of the latter. "That connexion, it may be stated in a few words, simply consists in friendly correspondence and mutual aid. The Society has never aimed at being more than an *originator* of local effort. If it has made grants of money, those grants have always been intended to excite larger local subscriptions. If it has selected and trained teachers, these teachers, as fast as they have been prepared, have become the agents of other bodies, and have ceased to maintain any positive connexion with the Borough Road. If it has inspected schools, the sole object of that inspection has been to promote their efficiency, and thus to strengthen the hands of the local Committees. No agent has ever attempted, in a single instance, to introduce any change into a school, except by and through this channel. The Society has never asked to have any equivalent for its money, its materials, its teachers, or its inspection, beyond the transmission of an annual report.

"Such being the state of things, it is obvious that the Society can exercise no *power* over its local schools; that the only security, therefore, for adherence to principle on the one hand, or for the efficiency of teaching on the other, is to be found in the honour, judgment, and exertions of the particular Committees by which the schools are conducted. It cannot be otherwise. They who pay must and will control.

"Inconveniences, without doubt, arise from this entire absence of central power; and it may be worth consideration whether, without the least infringement upon local government, it may not be possible to bind more closely than heretofore, and by a more frequent interchange of benefits, those who, always united by a common object, have recently been driven to act together under the sense of common danger." *

"In order to establish a *British school*, it is by no means necessary that different denominations should unite either in its support or management. Such a school may be sustained and governed as legitimately by an individual as by a local Committee. It may

* Report for 1844, pp. 12, 13.

be carried on in a building attached to, or distinct from, a particular place of worship. It may be exclusively supported by a single congregation, or it may be dependent on the subscriptions of a neighbourhood. The Committee governing it may all be of one denomination, or they may be of several denominations. The teacher may hold religious opinions in accordance with those of his Committee, or he may differ from them. All these varieties of administration are mere accidents. They leave the essential principle of a British school untouched,—that principle being *scriptural instruction without reference to the* DENOMINATIONAL INTERESTS *of any one particular section of the Church.*

"So long, therefore, as a congregational school is conducted on what may be termed the principle of religious equality,—so long as it imposes no condition adverse to freedom of conscience, or unfavourable to the undisturbed exercise of parental rights, it is, notwithstanding its organization and management,—a British school. Whenever it forsakes this ground, by introducing in school hours, and as a part of school business, some catechism or other human formulary peculiar to a denomination,—whenever it so identifies the Sunday school and the day school as to make attendance on the one essential to continuance in the other,—whenever it in any way perverts benevolent effort for the education of the poor into an engine of sectarian proselytism, it departs (and just in the proportion that it so acts) from the comprehensive principle of the Society, and ceases to be numbered among its schools. It is then a congregational school, on exclusive principles.

"While, therefore, it is willing and anxious to co-operate with all other forms of benevolent exertion for the promotion of education, it occupies ground peculiarly its own. Its schools are schools for all. Identified with no one section of the Christian church in particular, they can never become engines of proselytism. Unconnected with Government, neither wielding its power, nor subject to its control, they can never become dangerous to liberty. Based upon the Bible,—recognising the essential unity of all true followers of Christ,—at every stage and step associating divine with secular knowledge,—subjecting at all times reason to revelation, and human pride to the authority of God, they can never become sources of infidelity, or be the means of propagating a vain and mischievous latitudinarianism. They stand on the only ground upon which it is possible to gather together various denominations of Christians for the accomplishment of a common object.

"The point submitted, then, is simply this,—that in promoting the education of the people, the principle of the British and Foreign School Society is worthy, not merely of support but of *preference*, and that for the following reasons:—

"1. *Because it is most favourable to the maintenance of civil and religious liberty.* The direction of popular education is the proper duty and inalienable right of the people themselves. It can-

not be resigned to the Government. It cannot be yielded to the national establishment. It cannot be laid at the feet of the ministers of religion, either of one or of all denominations. It is not *exclusively* a religious thing. If in one aspect it involves spiritual privilege, in another it as distinctly includes civil right. To possess it is *a secular advantage.* To be deprived of it is to be brought under *a civil disability.*

"So complex a work will best be promoted by religious men, acting as Christian citizens, and representing in their movements principles rather than sects. To abandon education to the rivalry of conflicting denominations, would be to place universally a particular class of civil benefits at the disposal of religious bodies, to be given or withheld at their option.

"2. *Because it is best adapted to promote the extension and improvement of education.* By the union of Christians of different denominations, on the principles of the Society, the establishment of schools becomes practicable in districts where it would be otherwise impossible to act efficiently; a wise and equal distribution of the means of education is secured in thickly populated towns and cities; that unnatural and mischievous competition which so frequently dissipates strength, which reduces the remuneration of the teacher to the lowest point, and which renders any united system of school inspection all but impossible, is always checked and often prevented; and the temptation to appoint unsuitable teachers, merely for the sake of securing persons of peculiar religious opinions, is to a great extent removed out of the way.

"3. *Because it is most consistent with the Christian character and the love of the Gospel.* By confining religious instruction to the sacred Scriptures, and by inculcating points which unite rather than those which divide real Christians, it presents truth to the minds of children in its just proportions; it avoids the danger of forming sectarian partisans instead of enlightened Christians; and it prevents the growth of mere prejudices, by withholding from the young sentiments and opinions which can have no practical hold either on their intellects or affections. It thus binds together, by common effort, in a common cause, those who are always too prone to separate; it enables the stronger to assist the weaker, by generously bearing a portion of their burdens; and by manifesting to the world the identity of Christian character, it tends to promote the fulfilment of the Redeemer's prayer, 'that they all may be one.'

"On these, and on many other grounds which it is not necessary to enumerate, the Committee cannot but hope, that while denominational movements may be considered unavoidable under certain circumstances, union with other Christians will be generally adopted as the rule of action."*

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* Report for 1844, pp. 20, 22

So soon as Lancaster's enthusiastic exertions had practically demonstrated that it was possible, by a monitorial organization, to provide for the economical instruction of the children of the labouring classes in the elementary arts of reading, writing, and arithmetic, with sewing for the girls, which then constituted the whole body of the day-school education of the class next above them, zealous promoters of the system sprang up in every quarter of the kingdom at his announcements, and teachers were sent from every quarter to learn his plans. His school being for boys only, a separate establishment for girls, on the same principles, was formed under the management of a Committee of ladies, at Milman's Row, Chelsea; but after the necessity for more convenient arrangements had long been felt, a special fund was raised to provide better premises on the site of the Society's present house, on the south side of the Borough Road, in which the persons training for masters and mistresses should no longer be exposed to the scenes of depravity by which they had heretofore been surrounded, without special accommodation, in localities chosen with reference only to the amount of benefit which might be rendered to the surrounding population. These premises were to comprise model schools, affording an opportunity of doing that justice to the system which it was vain to expect in the former school-rooms;* and such schools were accordingly opened in June, 1817. Henceforward the male and female departments, though forming entirely separate establishments, were united under the same roof; and it became a subject of renewed solicitude to the Committee to provide the young persons labouring to qualify themselves to take charge of schools, not only with a complete knowledge of the "British system," but also with such other general information as might be requisite to enable them to discharge with credit and usefulness the duties for which they were destined. "The Committee," continues the Report of May, 1816, "is fully sensible of the high importance of this part of their charge, and cannot but sincerely lament that the narrow limits of their funds have not yet allowed them to accomplish, in this respect, all that they wished to have done." Ten years later the Committee are still stating, that "it is deeply to be regretted that the financial difficulties of the Society have rendered it necessary to contract within very narrow limits the operations of this department." Twenty-five masters and eighteen mistresses received instruction in the British system in these schools during some varying portion of the preceding year; and there appears to have been but small variation in these numbers during a lengthened period.

Though always regarding their schools as taking the lead in the elementary instruction of the children of the poor, the Committee have frequently declared that they are "open to improve-

* Annual Report, 1817.

ment from every quarter, so long as such alterations do not in any way interfere with fundamental principles, or impede the great object of all their efforts,—the imparting of religious truth through the medium of the Bible alone." * Indeed, the Committee have generally been considerably in advance of their own public of subscribers, and yet more of the public at large, in their views of the extent to which popular education ought to be carried. The prevalent dread of the children of the poor learning too much compelled them, so late as 1826, to mention their teaching the elements of grammar, geography, and geometry, in addition to reading, writing, and arithmetic, merely as "rewards to diligence in the higher classes." † In 1831, they mention the successful extension of the interrogative system, though still solely on the text of Scripture; and it was not until 1839 that three secular lesson books, to which a fourth shortly succeeded (all prepared by the officers of the Society), were brought into daily use in the schools, under careful explanation on the part of the Committee. "Their introduction to the model schools," states the Report of 1840, "has been attended with manifest advantage. The design of these books is to favour the production of good moral and religious influences, in connexion with a rigorous course of intellectual instruction and discipline. With this especial view the pieces have been selected, and the Committee consider that they are of a kind calculated to improve the minds and characters of young persons, to promote the cultivation of a humble, contented, and domestic spirit, and to lead to the more intelligent perusal of the sacred Scriptures. The Committee have hitherto taken much satisfaction in the eminence which the schools connected with the British and Foreign School Society have attained for the diligent teaching of the Holy Scriptures,—an eminence which has obtained for them so emphatically the designation of Bible schools; and they would reprobate any change which should endanger this most important feature in their system of instruction, or should in any degree militate against the fundamental principle of the Society,—the free use in the schools of the Bible, without note or comment; but they trust that the use of additional lessons need not be regarded as risking this important principle."

"Of late years," says the Report of the following year, "public attention having been much more powerfully directed than heretofore to the subject of popular education, and the various systems pursued in Germany, Holland, and other parts of Europe having been prominently brought forward and recommended to notice, public opinion has considerably advanced; and those who once shrank from imparting anything beyond the mere elements of reading, writing, and arithmetic to the children of the poor, have gradually become willing to sanction the adoption of a much

* Report of 1835. † Report of 1826.

more enlarged course of instruction. It has been the constant wish of the Committee to promote, by every means in their power, this favourable movement; and with this view they have always felt it right to keep the school somewhat in advance of public sentiment. Courses of geography and astronomy, various branches of natural philosophy, drawing as applied to illustrations of natural history, mechanical inventions, and architecture, geometry, singing, and mental arithmetic as applied to all the practical purposes of life, have, therefore, from time to time, been added: and most of these have for some years formed part of the regular plan of school instruction."* Class-rooms, with galleries for simultaneous teaching, had been provided in the preceding year; and when, in May, 1841, "the Society for the Prevention of Cruelty to Animals passed a resolution urging the Committee, in common with the heads of other similar institutions, to make the subject of humanity towards the inferior orders of creation a special subject of instruction in the schools, a deputation from that Society was as much surprised as gratified to find that special simultaneous lessons on this particular branch of Christian duty were regularly imparted."†

It was at an early period of the history of this institution that its normal establishment became yet more important than its model schools. The augmentation of the former, in fact, kept pace with the efforts of its local agents in helping forward the organization of the friends of popular education, dispersed through the country towns, into affiliated societies for the erection of schools in their several neighbourhoods, on the plan of the parent institution. "The first plan devised by the Society to raise up teachers was precisely that which is now so generally adopted on the continent of Europe, viz., to select promising youths from the schools, and to retain them under a course of instruction for two, three, or more years. This plan was ultimately abandoned; first, because the funds of the institution were not large enough to meet the expense involved; secondly, because so many of the youths thus trained either failed to answer the expectations formed of them, or forsook the schools for other and more profitable employments; and, thirdly, because the increasing demand for teachers rendered it necessary to adopt a course by which a greater number of persons could be prepared for immediate usefulness. The Society, therefore, modified its plans—received for a shorter time into the institution persons somewhat older and more experienced, and gaining by this change more in moral influence than it lost in talent and activity, succeeded in raising a class of teachers, who, if not so accomplished as might be wished, are yet content to labour in a field which experience has shown will never be long cultivated by the enterprising, ambitious, or sordid. The most satisfactory

* Report of 1841. pp. 3, 4.

† Report of 1842, p. 9.

proof, however, of the estimation in which the teachers of the Society are held will be found in the ever-increasing demand which has thus been created for a supply of similar labourers. In 1818, 44 teachers were trained, and subsequently recommended to schools; in 1828 the number had increased to 87; in 1838 it amounted to 183; and it has since considerably increased.

The difficulty of enlisting persons of sufficient early education, and retaining them in the Institution for a sufficient length of time, was, however, painfully felt from a very early period of the Society's labours. "Your Committee," states the Report of 1827, "would wish to see the masters residing years instead of months under your superintendence, so as to go forth a distinct class of well-educated persons, sustaining a heavier responsibility, and exerting a wider and steadier influence wherever their lot is cast. Such improvements, however, require ampler means than your Committee have yet at command." "Several" of the teachers in training, states the Report of 1828, "have resided with the superintendents; and the young men who did so have received assistance in various branches of useful knowledge;" terms which appear to mark the extent of instruction among them at that date, in addition to training in the British system of tuition. "They have reason to apprehend that the business of instruction is, in too many instances, in the hands of very incompetent teachers; and that the best interests of the children are too often sacrificed to serve an individual, retained in office simply to provide him with support." "It is because the services of schoolmasters are so ill requited by the public that the office is so frequently degraded, by the introduction of those who pursue this employment only when other means of support have failed. In more fully perfecting the training department, they have in view the selecting and training of those alone who, from talent, natural disposition, good conduct, and religious character, seem calculated for usefulness in this department of moral and religious culture; and they trust that their constituents will agree with them in regarding such qualifications in teachers as of vital importance to the ultimate success of all plans of popular instruction." "It may be confidently asserted that you are no innovators. Every Protestant state in Europe, with the solitary exception of England, has long ago adopted the principle that all the youth ought to be provided with instruction at the hands of the public. The fact of a child growing up to manhood without instruction has been thought a political evil, unfit to be tolerated, or which ought at least to be carefully guarded against."

Accordingly, it is stated in the Report of 1830, that the Society's inspectors "have bestowed unremitted attention on the examination of persons offering themselves as teachers, and the procuring of proper candidates for supplying the new schools, and filling the vacancies which, from time to time, occur in others.

The result of their labours in the course of the past year has been that 52 persons entered the boys' school to learn the system, of whom 26 resided in the house, either wholly or in part at the expense of the institution; 18 schools have been permanently supplied, and 9 received temporary assistance; while eight missionaries have received instructions preparatory to the establishment of missionary schools." During the same year 35 persons were admitted to learn the system in the girls' school, and several of these resided in the house, some of them, in part, at the Society's expense. From this time forward, indeed, the number of teachers appears constantly to increase, as well as the Committee's solicitude, amounting to uneasiness, as to the limited qualifications with which they were under the necessity of admitting them and sending them forth, under the existing constitution of schools for the poor. "Many apply to be prepared for appointments as teachers from no other motive than that of earning a livelihood by a new trade after having failed in others, and these your Committee think it proper in general to discourage, although they cannot afford entirely to relinquish this resource. Others profess to have a taste for teaching; but even where this really exists, they sometimes apply at an age when the habits are too much formed to admit of a ready acquisition of the qualifications required in managing a school. The last resource lies in the careful selection of lads who have acquitted themselves well as monitors, and who seem to possess the requisite talent, energy, and aptness to teach, together with that steadiness and sobriety of character which are so important in a schoolmaster. These, however, are qualified at the greatest cost to the institution; for they must either be maintained for some years at your establishment, or their parents must be paid at a rate in some measure corresponding with the value of their labour, if directed to other occupations."* To the present time, indeed, the number brought forward from this latter class has always been very limited.

In the Report of 1831, the Committee expressed their desire "to train and send forth such persons only as are in every respect qualified for the discharge of the important duties of their station, and they would consider it the richest reward of their labours to be permitted to see the elementary schools of their country, under the direction of teachers who would elevate the office by the respectability of their attainments, and adorn it by the fervour of their piety." But "in proportion as the instruction given in the schools is extended, must the standard of qualification by which teachers are estimated, be raised, and consequently the circle out of which they are chosen, contracted. Hence it becomes every year a harder task to find persons who unite to sound religious principle, that degree of activity, energy, and intelligence, without which

* Report of 1829.

the best intentions are comparatively worthless."* "To encourage as much as possible persons who possess the requisite qualifications, and who are desirous of devoting themselves to elementary instruction from motives superior to that of merely seeking a subsistence, your Committee have continued to offer not only gratuitous instruction, but, in many cases, board and lodging for a limited time, free of expense. On a review of the advantages which have accrued to the institution from this plan, they are decidedly of opinion, that there is no other way in which their funds can be expended with equal benefit to the great cause of Scriptural education."†

"It is chiefly as a normal or model school for the training of teachers, that the value of your central establishment must be estimated. The local advantages conferred by the school, however important to the immediate neighbourhood, are trifling compared with the influence, which, as a seminary of schoolmasters, it necessarily exercises in every part of the kingdom. Conscious of the weight of responsibility resting upon them in this particular, your Committee have felt deeply anxious that no exertion should be wanting on their part to render this branch as efficient as possible. Hence it has been their constant aim, not only to select for training those alone who from their piety and general intelligence, seem to afford fair promise of future usefulness, but also to bring every candidate under a course of study calculated to improve both the intellect and the heart."‡ "The course embraces reading, writing, arithmetic, English grammar, geography, and the elements of geometry and astronomy, to which are added daily instruction in a Bible class, and occasionally familiar lectures on the evidences of the Christian religion, on natural philosophy, and on various modes of imparting instruction to the young."§ "A good library containing practical works on education, is also thrown open to the use of the pupils."‖ "The preparation of teachers for girls' schools, as in former years, has devolved upon the ladies' Committee, to whose unremitting attention this department is much indebted. The same care is exercised in the selection of female teachers, and the same facilities afforded for their instruction, as are secured to those intended for boys' schools; an assistant being appointed specially for the purpose of affording them personal instruction during those hours in which they are not engaged in teaching."¶ In the course of the year 1834-5, no less than 2,600*l.* was expended in improving and enlarging the Society's house, to enable it to send forth not less than 100 teachers annually.

Nevertheless, adds the Report of 1835, the language of an American Report applies but too extensively to ourselves, that

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* Report of 1832. † Report of 1832. ‡ Report of 1834.
§ Report of 1835. ‖ Report of 1834. ¶ Reports of 1834 and 1835.

"the demand is not, as a general rule, for competent teachers at any price, but for cheap teachers of any qualifications." And that of the following year states, that while the standard of qualification is every year rising, and the demand for teachers as rapidly increasing, there is but little reason to suppose that an adequate supply of suitable persons will offer for the work. Already a very serious difficulty is felt in obtaining individuals who are themselves sufficiently well instructed to justify the hope that, with the few months' training they receive at the model school, they will prove really efficient teachers. This difficulty may be expected to increase rather than to diminish; and unless means are provided for *educating* persons in humble life specially for this important employment, it will be found seriously to embarrass the future operations of those who are engaged in the establishment of schools.

"The amount of information afforded at the normal schools of your Society, however valuable to those who receive it, is, from the very limited time during which it can be imparted, altogether inadequate to meet the wants of persons who, in early life, have not been properly instructed, even in the elements of knowledge. For such persons a period of *two years* rather than of *three months*, is required; and until this can be afforded, the quality of the instruction imparted in country schools, must of necessity be very unsatisfactory. "In the absence of better provision, however, these considerations only enhance the importance of that which has been already effected; and afford additional reasons for sustaining and enlarging, as far as may be practicable, the facilities which are now afforded by your training department for the preparation of teachers."*

The public opinion in favour of popular education, which the British and Foreign School Society itself had been a principal means of cultivating, had now, for several years, justified Parliament in making annual grants for its advancement and extension. "The Committee of this institution," in the words of their own statement to the Educational Conference of 1844, "have always held that, as a society constituted for specific and practical purposes, and sustained by contributions from all classes, they have, in one sense, nothing to do with discussions in Parliament, or differences of opinion as to the extent to which the State might or might not advantageously interfere with popular instruction. These points, important as they undoubtedly are, belong, as they have thought, rather to societies for the protection of civil and religious liberty, than to institutions established simply for the promotion of a particular class of schools.

"If the Committee have been occasionally led to deviate from this course, it has always been either at the invitation of the Government, or in consequence of a conviction that proposed enact-

* Report of 1836.

ments would interfere with the Society, by endangering its principles, or breaking up its schools. In all these cases they have acted not so much from choice as from necessity, and they have invariably reported, year by year, their proceedings to their friends and subscribers.

"The rule they have adopted, in reference to emergencies of this kind, has been to interfere as little as possible with parliamentary discussions; to abstain from agitation; to seek peace; to avoid being *committed* by any act either of the State or of a party; yet not to withhold when solicited to give it, either by the Government or the public, a calm and firm expression of opinion as to the effect likely to be produced on the interests of education generally, by any particular measure.

"With these views and feelings, they received in 1833 an official intimation, that Lord Althorp, then Chancellor of the Exchequer, had obtained from Parliament a vote of 20,000*l.* in favour of education, and that this sum would be offered on equal terms to parties erecting school-rooms in connection with the National and British and Foreign School Societies. They at once acceded to the proposition to become the channel through which local Committees erecting British schools might forward their applications to the Treasury. This arrangement continued for six years. The various sums allotted by Parliament were annually disbursed by the Treasury in proportion to the amount raised by voluntary contributions, and the parties who received the assistance simply pledged themselves to submit 'to any audit of accounts which their Lordships might direct, and to make such periodical reports respecting the state of their schools as might be called for.'

"In 1839 the Committee of Council on Education was formed, and after an unsuccessful attempt to carry through Parliament a measure for national education, they resolved upon simply continuing the aid hitherto afforded in the erection of buildings, but with this additional provision, that "the right of inspection should in all cases be retained."

"It was further decided that applications for grants, instead of being forwarded as heretofore through the two Societies, should be made by the local Committees direct to the Committee of Council. This arrangement relieved the Society of all responsibility with regard to Government assistance to schools. It placed the matter entirely in the hands of the Committee of Council, and the local applicants. *And so it continues to this day.*

"Up to this period the British and Foreign School Society had never received anything from the Government. It had merely been the channel through which others had received assistance. But it was now agreed that a vote of 10,000*l.*, which had been taken some years, but not applied, should be devoted to the erection of two normal schools, the one to be under the direction of the Na-

tional Society, the other of the British and Foreign School Society.

"Under these circumstances, the Committee felt it right to consult their friends on the propriety of making a new and decided effort for the advancement of education, by securing adequate accommodation for the better instruction and training of teachers. A meeting was accordingly held at the Thatched House Tavern, St. James's, on the 30th of July, 1839, when his Royal Highness, the late lamented Duke of Sussex, took the chair.

"The offer of the Government having been stated to the meeting, it was unanimously agreed that it ought to be accepted with gratitude, and it was determined to proceed without delay in raising a sum of 20,000*l.* for the erection of normal schools and for the purpose of new and extended operations. This decision was subsequently confirmed at the general meeting of the Society in May, and acted upon accordingly.

"To the principle of inspection the Society at once acceded. They regarded the offer of the 5000*l.* simply in the light of a subscription, which, whatever might be their individual views as to the abstract propriety of Government grants (and they have never been united in sentiment on this subject), they, as a society, were scarcely at liberty to refuse. They considered the inspection simply as a claim, put in on the part of Government, to a right, shared by every subscriber, that of ascertaining, either by personal visit or by delegation, how the money thus subscribed was expended.*

"The clause added (in consequence of the new regulations made by the Committee of Council) to the certificate required of parties prior to receiving the money, runs as follows:—Regulation A. The right of inspection will be required by the Committee in all cases. Inspectors authorised by Her Majesty in Council will be appointed, from time to time, to visit schools to be henceforth aided by public money. The inspectors will not interfere with the religious instruction, or discipline, or management of the school, it being their object to collect facts and information, and to report the result of their inspections to the Committee of Council.' On receipt of this extract from the Minutes of the Committee of Council, the following resolution was passed by the Committee, and forwarded to the Lords of the Council. 'Resolved, that this Committee desire most distinctly to recognise the soundness of the principle, that where public money is granted, inspection should be required; and to state that, in the event of their receiving aid from Government, such inspection will be cheerfully allowed.'†

"In proceeding to accomplish the establishment of a new normal or training school, on an enlarged basis, the attention of the Committee, in accordance with the wishes of many of their friends, was

* "Educational Conference," of 1844, p. 36-38. † Report of 1840, p. 11.

directed to the choice of a site at some distance from the metropolis. This plan, however, proved impracticable. It was found that no country normal school, however large, could supersede the necessity for sustaining and extending the present establishment in the Borough Road; it being absolutely *essential* to the success of any normal institution that large and well-conducted model schools should form a portion of it. Without this appendage the candidates might become *students*, but they could not be made practical teachers; they might *acquire* knowledge, but they could not become skilful in the art of communicating it.

"The existing model schools, invaluable in their present condition, could not, however, be transferred elsewhere; no rural district could be expected to supply, at all periods of the year, a sufficient number of children to enable the teachers in training practically to illustrate the instructions they received; while the support of two similar establishments, distant from each other, was found to involve an amount of expense to which the resources of the Society were altogether inadequate. The Committee therefore resolved to improve an opportunity which presented itself for the purchase of land adjoining to their premises in the Borough Road; and having obtained from the Corporation of the City of London an extension of the ground lease, which was cheerfully accorded on the most liberal terms; they determined to erect, thereupon, buildings capable of accommodating at least sixty resident candidates, together with libraries and lecture-rooms sufficiently extensive for the instruction of a much larger number, so that fifty or sixty more may, if it should be found desirable, lodge and board in the neighbourhood, and attend as out-door pupils."

The new normal schools were completed in 1842, at an expense of 21,433*l.* 7*s.* 9*d.* defrayed by 5000*l.* from Government, 1000*l.* from the Corporation of London, 14,716*l.* 10*s.* 10*d.* from the friends of the institution generally, 276*l.* 15*s.* an offering from British School teachers who had been trained in it, and the remaining 440*l.* 1*s.* 11*d.* from the sale of old materials. An account of this expenditure is contained in the Appendix (B). The new buildings were opened on the 29th of June in the same year, when Lord John Russell presided at an examination of the model schools and a report was read, which concluded by saying that, "To state in detail the precise course of instruction to be pursued in this new building, would as yet be premature. It may at present be sufficient to state, that it is intended that the course of instruction shall be very considerably enlarged, that additional teachers shall be engaged, that the time now devoted by candidates to preparatory training, shall be extended to the utmost practicable limit, that facilities shall be afforded for the attendance and instruction of the teachers of country schools, during a portion of their vacations, and that, as heretofore, every improvement in education which may be introduced either at home or abroad,

shall receive immediate attention, be fairly subjected to the test of experiment, and if found really valuable, at once adopted. Unpledged to any particular system, and by no means exclusively attached to that which is at present adopted, the British and Foreign School Society stands forth as ready to receive, as it is anxious to impart. Its sole object is to have the children of the labouring classes taught in the best possible way, and by such methods only as shall appear most likely to effect that end; its ultimate aim is, to render them intelligent and devout students of Holy Scripture, the only book which is able to make them wise unto salvation through faith which is in Christ Jesus."* At the same time, they have not been in haste to adopt every novelty that has been urged upon their acceptance, nor have they seen fit to abandon economical and well-tried plans for a new, untried, and more expensive agency."†

The whole establishment was, in fact, put immediately upon the footing which it still retains, with only minor alterations; and the spirit of its present management is thus given by the next year's annual report. "To select, train, and mould those who in turn are to mould and train a large portion of the rising youth of England, is a task from which they might well shrink, if they were not urged forward by an ever-deepening sense of its indispensable necessity. Recognising no moral education as permanently valuable which is not based on the truths of the ever-blessed Gospel, they are increasingly convinced that these can never be impressed upon the minds of the young apart from other influences arising out of the character and dispositions of the teacher. Where a right state of mind and heart in the teacher is secured (and under no other circumstances) there is ground for hope that the enlargement of the youthful understanding will be associated with the growth of the best affections, and the formation of right habits be the happy result of a kind but firm discipline, sustained by a wise and consistent example.

"The Committee are painfully conscious how frequently the candidates they select fall far short, either in information, or in depth of piety, of the standard they continually set up as essential to an accomplished teacher; but it would be unjust to a most deserving class of young persons, and ungrateful to Divine Providence, if they did not cheerfully acknowledge that they have far more frequent occasion to rejoice in the devotedness and gratitude of those whom they instruct than they have to grieve over disappointments to which, under any conceivable circumstances, they must reasonably be subject.‡

"In order to secure sound moral and religious influence in their schools," however, states a letter of the Committee to the President of the Council, on the subject of inspection, "they have

* Report of 1843, p. 6. † "Educational Conference," of 1844, p. 50.
‡ Report of 1844, pp. 7, 8.

hitherto adopted and propose still to adhere to a course which frequently involves a considerable sacrifice of intellectual attainments. They refer to their practice of receiving only those who by age as well as by character may be ranked among persons of fixed and settled religious principles. To obtain youths of considerable talent, or shrewd and clever mechanics, whose ability would reflect credit on any public examination, is not difficult, if moral and religious character be regarded as a secondary consideration; but to secure persons who are decided as to their religious views, persons who have given some evidence of their *desire*, at least, to cultivate a degree of seriousness, humility, patience, and meekness, without which the instructions of a teacher are of little moral value, it is frequently necessary to be content with a less amount of talent and more limited acquirements than would otherwise be demanded."*

Previous to the payment of the sum of 5000*l.* granted towards the erection of the new normal school of the British and Foreign School Society, the Government had acceded to the arrangements which give a veto upon the appointment and continuance in office of Her Majesty's Inspectors of National Schools to the Archbishops of Canterbury and York, in their respective provinces. The effect of this arrangement, it seemed to members of the British and Foreign School Society, would be to cause "such a different colour in the reports made by each inspector," of National and of British schools respectively, "as will place them in obvious contrast, and tend to the manifest disadvantage of this Society.†

"The Committee now began to waver as to the propriety of retaining the 5000*l.* They felt themselves bound most seriously to consider whether, by so doing, the freedom of the institution would or would not be in any degree endangered. They were unanimously of opinion that the 5000*l.* should not be retained, if, on the one hand, inspection in perpetuity should be insisted upon, or, on the other, if the inspector should be found using his right of visitation in a way calculated, in the opinion of the Committee, to injure rather than to benefit the institution.

"It is not necessary now to refer to the lengthened correspondence which took place on this subject with the Committee of Council. It will be sufficient to state, that it was finally agreed, that by a distinct clause in the deed of trust it should be provided, that at any time the Committee for the time being should be at liberty to decline any further visits from the Government inspector, on the Society becoming liable to a demand, on the part of the Committee of Council, for the return of the 5000*l.*"‡

"Since that time other arrangements have been made; and an

* Letter of Mr. Dunn to Lord Wharncliffe, 7th June, 1842.

† Minutes of British and Foreign School Society, 11th February, 1843. Minutes of Committee of Council for 1842–43, p. 524.

‡ "Educational Conference" of 1844, p. 39.

assurance has been given that 'no inspector for British schools shall be appointed without the full concurrence of the Committee.'"* And yet further, the Society has been admitted to the advantage of an annual grant of 750*l.* with a full recognition of this claim, that "while, on the one hand, the continuance of any aid the Committee of Council may think it right to grant, is made to depend on the satisfactory character of the reports of the inspector; on the other, the withdrawal of that aid may be considered, on the part of the Government, as a relinquishment of the right of inspection, and that, after such withdrawal, the visits of the inspector shall cease."†

Previous to the making of this grant, the gentlemen assembled at the Educational Conference of the friends of the Society on the 14th and 15th of March, 1844, subscribed upwards of 6000*l.*, including a few sums given in anticipation, and some appropriations from the fund of the Congregational Union. This was designed to enable the Committee to enlarge their operations by engaging additional agents, by promoting a more regular system of school inspection, by increasing the number of teachers in training, and by originating new schools in districts where they are especially needed. A special subscription was also made in the same year for extinguishing a remaining debt for the new normal school buildings. The finances of the Society, by these means, were placed, *for the first time*, upon a perfectly satisfactory footing; and in the course of the succeeding year "204 new schools were established, 153 of them being in localities where British schools had probably never before existed." The assistance of the Central Society in the establishment of these, as of other schools, was, "first, by *agency;* travelling agents and inspectors having been busily employed throughout the year in visiting and inspecting schools, in delivering lectures, in distributing the publications of the Society, and in awakening and embodying public sentiment in favour of education. Secondly, by *correspondence;* above a thousand letters having been written, offering advice and information where it has been asked, and transmitting the pamphlet entitled 'Plain Directions for the Establishment of Schools,'‡ to parties anxious for guidance. Thirdly, by the *selection and training of teachers*, on which, after all, the success of these efforts mainly depends. And finally, by *grants of school material* to commence with," to the amount of about 1000*l.*;§ a very complete agency for the application of these grants being possessed by the Society in their *Depository* for the supply, at a cheap rate, of every article required for the establishment and maintenance of British schools.

* "Educational Conference" of 1844, p. 40. Letter of Lord Wharncliffe to Henry Dunn, Esq., Minutes of 1842-43, p. 537.

† Letter of Mr. Dunn to the Lord President, 7th June, 1842.

‡ See Appendix No. XV. to Report on Local Schools.

§ Report of 1845, p. 9.

This depository is attached to the other school buildings, and its business has of late years very greatly increased. "The extent of correspondence carried on may be estimated by the fact that, irrespective of all circulars and printed documents, upwards of 5000 letters are annually received at the institution, and nearly an equal number despatched. The quarterly extracts of the Society are circulated to the extent of 32,000 annually. The Annual Report to the extent of 3,500. During the last year alone, printed circulars or appeals, bearing on the great subject of education, have been issued, almost indefinitely; while the press, both metropolitan and provincial, has been largely laid under contribution. * * * Besides all these complicated and various operations, the Society has an agent specially engaged for the purpose of making known, first by circular, and then by personal visits, the objects and services of the institution, and its claims on public liberality."*

One part of the plan of extended operations was the improvement of the agency for school inspection, &c.; and accordingly a special officer was now appointed for the purpose of superintending the operations of the agents, directing the business of inspection, occasionally visiting auxiliaries, and corresponding periodically with the local schools. Mr. Richard S. Smith was accordingly nominated to this office, and four gentlemen are at present acting locally under his superintendence, viz., Mr. Althans, Mr. Wilks, Mr. Barton, and Mr. Burdett. The most remarkable progress, accomplished by renewed activity in this department, has, however, been in North Wales, where, in May, 1846, 31 new schools, with accommodation for at least 4000 children, had been established since the commencement of Mr. Phillips's labours.† Another feature in the progress of local schools, on the principles of the British and Foreign School Society, has recently developed itself in the formation of educational associations of various counties, as in Cambridgeshire, Essex, Buckinghamshire, and West Kent. But the progress towards a voluntary national organization of these schools around the parent Society can scarcely have rendered the statement made to the Educational Conference of 1844 less applicable at the present time than it was at that period.

"In no department has the absence of union been more painfully felt than in the want of correct statistical information. It is mortifying to acknowledge that we cannot furnish a faithful statement of the schools throughout England, now conducted more or less on the principles of the Society. To offer an imperfect list—imperfect in the sense of deficiency—would be a mischievous deception. It is impossible, therefore, to give a satisfactory answer to the inquiry—'What is the number of schools now in operation,

* "Educational Conference" of 1844, pp. 49, 50. † Report of 1846, p. 15.

and what is the probable amount expended in carrying them on?' Some of these schools are supported by private patrons, who will scarcely brook an inquiry. Many are associated with particular bodies of Christians, who are jealous of being identified with a general society; while others are unwilling to be enrolled in our list, lest at some future time such recognition should lead to a claim for interference."*

Reverting to the condition of the normal schools, the Committee, in the Report of 1846, express their painful conviction, that the time which young persons remain in the Institution is far too short to accomplish all that is desirable, or even that which is *designed*, in the course of instruction provided. But circumstances beyond their control forbid, they say, for the present, any hope that this period can, as a general rule, be materially lengthened. "The time devoted to preparation for any work will always be regulated by the amount of personal or pecuniary advantage, by the money or the position in society, which, if not immediately attainable, may yet, one day, be hoped for, as the reward of labour and talent, diligence or devotion. But the employment of a teacher does not, as yet, offer these inducements to enterprise or ambition. It is a profession which has no prizes; and, under such circumstances, it is not to be expected that any large number of persons can be found willing to devote *much* time to preparation for its duties. While, therefore, your Committee are fully alive to the importance of giving to those who are to be the future instructors of our youth all the advantage which can be derived from a systematic course of study, commenced at an early period of life, and carried on through a course of years, with especial reference to the peculiar office of a teacher, they are still satisfied that, under existing circumstances—in a commercial country like our own, in which new fields of enterprise are daily opening to the ardent, and profitable occupations multiplying for the trustworthy; a country in which wealth is so unduly valued, and social life and public sentiment are so largely imbued with thoughts and feelings which tend to measure worth by worldly success—while the office of an elementary teacher is so little respected, its mortifications so many, its emoluments so small—while no link, however slight, unites the village school and the professor's chair—while ease, money, status, everything, in short, that ordinarily operates upon the heart and mind of man is in favour of other pursuits, and nothing but the love of learning, the love of children, and the love of doing good, remain as inducements to adopt or to retain the office of a teacher—so long, your Committee are convinced, preparatory training will be imperfect, and permanent attachment to the work comparatively rare. With these views, therefore, while fully admitting that early and complete education can alone form any solid basis

* "Educational Conference" of 1844, p. 13.

for rearing the structure of a sound erudition, they are still convinced that, 'for the present necessity,' the best thing they can do for their country and for mankind, is to continue to select persons of mature age, of energy, and of piety; to receive them for instruction during such limited periods as they may be able to remain; to supply them with every possible facility for acquiring knowledge; to teach them how to impart it with ease and interest; and to offer such helps for future self-culture and improvement as their capacities may admit, or their circumstances demand." "In order to induce promising young men to remain at least twelve months in the Institution, they have offered to retain such, after the first six months, free of all cost, either for board or lodging; and they indulge the hope, that efforts on their part to improve the character of the teacher will be met by corresponding efforts on the part of their friends to increase his remuneration. * * * How much, however, remains yet to be done few can imagine, and none can calculate. Were the receipts of the Society tenfold their present amount, they would still be inadequate to the greatness of the occasion."*

The deepening sense of this fact induced the Committee, towards the close of the same year (1846), to issue the following appeal for the erection of four new normal schools, which is still before the public:—

The Committee of the British and Foreign School Society have always attached the highest importance to the selection and training of teachers. They know that what the teacher is, such will the school generally be. The best instructions are soon neutralized by inconsistencies of conduct, and the best system becomes powerless in the hands of an incompetent director. Hence the necessity for normal or training schools, to prepare teachers for their important work.

The public have long recognised this necessity, and the Society has for many years been engaged in meeting it.

Little more than four years ago, the new Normal Institution in the Borough Road, reared at a cost of 21,500*l.*, was opened for the reception of students, and from that period to the present its classes have been crowded.

At the present moment 103 persons are in attendance; 66 of whom are preparing for boys' schools, and 37 for girls' schools.

Notwithstanding so great an increase of students, the *demand* for teachers still exceeds the power of the Committee to supply. In some instances they have been unable to fill up vacancies; in others they have been obliged, although with extreme regret, as the only means of preventing schools from being closed, to allow students to leave the Institution even *before* the completion of the brief period for which they had been received.

The establishment of new schools, one main cause of this increased demand, proceeds steadily. In the year 1843, 86 new schools were opened; in 1844, the number reported was 204, of which number 153

* Report of 1846.

were in localities where British schools never before existed; in 1845, a fresh addition of 135 took place; and the number will probably be near 150 in the present year. The opening, thus exhibited, of from 500 to 600 new schools, within four years, added to the vacancies occasioned by deaths or removals in upwards of 1000 others, abundantly accounts for the growing pressure on the classes of the Normal Establishment; while this addition to the ranks of day-school instruction of upwards of 60,000 children within four years is too gratifying a fact to remain unnoticed.

As no extension of the present building would meet the necessities of the case, even were such a course in other respects desirable, the Committee, relying on public liberality, have resolved to undertake, without delay, the establishment of *four branch normal schools*, to be connected with, and dependent upon the parent Institution, but conducted upon a smaller scale, and with reference to a lengthened period of training. The first of these it is proposed to plant near the centre of the great cotton manufactures; the second, in the heart of the clothing districts; the third, in the west of England; and the fourth, in one of the eastern counties, easily accessible from London. Students from North Wales would find no difficulty in attending a school in Cheshire or Lancashire; and those from the south would as naturally resort to one in Gloucestershire or Somerset.

It is not intended to erect large or costly buildings. A plain and simple dwelling, sufficiently capacious to furnish class-rooms for instruction, and suitable dormitories, is all that will be needed. To acquire the art of teaching and practical exercise in method, the students will attend the best schools established in the locality, and subsequently be transferred to the central Institution in the Borough Road.

The class of persons intended to be admitted will not materially differ from those at present received. The Committee will aim at obtaining young persons from 18 to 25 years of age; of decidedly religious character, of energy, of activity, and endowed with some aptness to teach. In selecting them, preference will be given to recognised members of Christian Churches—to tried and approved Sunday-school teachers—and to persons whose previous habits and attainments justify the hope of their deriving the utmost possible benefit from the instruction imparted. The Committee trust their friends will endeavour to *seek out* for this work persons who, having first devoted themselves to God, are prepared to consecrate their energies to His service in the instruction of the young. Such persons will be willing to make the sacrifices necessary for the accomplishment of their object, conscious that, whatever may be their desire for usefulness, *without adequate preparation it is impossible to teach well.*

The course of instruction will be liberal, and the period of training prolonged. The Committee are desirous that every student should remain in the branch school for a sufficient length of time to ensure, not only a thorough and accurate acquaintance with those branches of knowledge which he will have to teach, but also the formation of those *habits of order and self-discipline*, which are so important to the successful training of the young.

The Committee are not desirous to create in these young persons a passion for high literary attainment. To do so would be to defeat the

end they have in view—*the instruction of the children of the poor*, under circumstances peculiarly trying to the faith and patience of the teacher; in schools where the barest elements of knowledge can scarcely be imparted before the pupil is withdrawn; schools in which parental necessities contend with, and generally overcome parental ambition; schools in which even the ordinary rewards of painstaking and perseverance are snatched from the teacher by the premature employment of the child in the field or the factory.

While, therefore, every opportunity will be afforded for the utmost development and improvement of talent, the usual course of instruction will be simple and practical. It will embrace, in addition to the arts of Reading, Writing, and Arithmetic, a thorough acquaintance with English Grammar, Geography, and History, and such an amount of instruction in Mathematics, Drawing, Natural History, and the elements of Natural Philosophy, as time and circumstances may permit. It is also intended, if found practicable, that for the promotion of health, every student should be engaged for some hours each day in gardening, or other manual labour.

It need scarcely be observed that, as the Society is founded on the most Catholic basis, and supported by Christians of all denominations, these schools will be as available for parties intending to take charge of Church of England, Wesleyan, or congregational schools, as for those who wish to place themselves entirely at the disposal of the Society.*

The number of students to be received into the schools, and many other matters of detail, will be regulated by the amount of aid which can be secured.

To each of these establishments it is intended to attach a gentleman, well qualified to act as *inspector of schools for the district*, and as the general agent of the Society. Aided by a Local Committee of Inspection, he will be enabled to secure a faithful adherence to the principles and regulations laid down by the parent Society—will watch the progress, and secure the advancement, both of the normal and local schools—and by regular communication with the Committee in London, will maintain that harmony of aim and action which is essential to success.

It is scarcely necessary to state that, with the most rigid economy of expenditure, the cost of this undertaking will be very great. A fund of at least 20,000*l.* must, in the first instance, be raised for its accomplishment.

Should any of the friends of the Society be disposed to consider further effort undesirable before a definite announcement of the intentions of Government, in relation to general education, is made to Parliament,

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* "The grand object of the Institution being to promote education in general, any application for the training of a teacher, at the expense of the person thus applying, will be attended to, although such intended school is not to be conducted on the extended principles of this Institution."—*Original Rules.*

"It is important that it should be known, that a determination to teach denominational catechisms does not necessarily compel separation from the British and Foreign School Society, so long as such peculiarities are taught out of school-hours, and without any infringement of the principles of religious liberty. It was the desire, and at one time the expectation, of the founders of the Society, by this means to avoid all differences, and to unite in one Society the Established Church and all the various bodies of nonconforming Christians."—(*Note to Proceedings of Conference of* 1844.)

the Committee can only observe that they do not coincide with this view. Whatever may be the decisions of the Legislature on this subject, it is abundantly clear that no great general measure, of a character tending to supersede voluntary exertions, will find favour with the people of England. The Committee have hitherto had no reason whatever to believe that any such measure will be introduced by the Government. The separation of religious instruction from secular learning—the only scheme now urged upon public attention—is one which, in their opinion, will never be accepted by thoughtful and practical men. Any system which should confine religious instruction to special days, under ministers of different religious denominations, and forbid the schoolmaster to impart lessons from the Bible, would, they are convinced, have a most mischievous tendency. It would degrade the office of the teacher—destroy the importance now attached to his character—weaken, if not render impossible, all moral training—and ultimately endanger the very liberty it professes to protect. The Committee are convinced that it is the wish of the Government to stimulate, rather than to discourage, the voluntary efforts of the people.

So far as the British and Foreign School Society is concerned, the Committee can only repeat the assurance to which they have twice distinctly pledged themselves, that "no amount of aid, however large, which the Government may be willing to grant, will ever induce them to compromise, in the smallest degree, the independence of the Society. They consider themselves to be intrusted by the subscribers with no power authorizing them, under any circumstances, to consent to arrangements calculated to fetter the freedom of the institution."

Time,—passing events,—urgent necessities,—all unite to favour a prompt, energetic, and comprehensive movement. Whatever differences of opinion may exist as to the *precise amount* of popular ignorance in the country,—whatever allowance may be made (and it ought most largely to be made) for the social condition of a people who are too frequently compelled, by the pressure of daily want, to deprive their children of the means of instruction already provided for them,—it is still lamentably certain that among the most pressing duties of the present day must be named *the improvement and extension of education.* Both these great objects will be accomplished by increasing the number, and improving the quality, of teachers. In no other way can *either* be attained.

Encouraged by many proofs of the confidence reposed in them by the Christian public of England, the Committee once more appeal for large and liberal aid. The establishment of *four* normal schools, whether the buildings needed for the purpose have to be erected, purchased, or secured by lease, must involve, in addition to the first outlay, a large expense for fittings and alterations. The payment of tutors,—the board of pupils,—the maintenance of inspectors, will all swell the amount. New schools, the result of increased local interest, will demand fresh grants and involve fresh cost. Annual subscriptions adequate to such a work, however needful, cannot be immediately obtained. Until these are secured there will be a perpetual drain on the special fund:—that fund must be *large*, or much cannot be effected. It is obvious that 20,000*l.* is less than will be needed.

Should unexpected munificence swell the amount of subscription to

even double that amount, the result will be increasingly beneficial. More students will be taken,—more tutors provided,—more schools established,—more ignorance removed,—more light diffused in a dark world,—and a greater number of youthful minds will be taught—perhaps assisted—to resist temptation, to fulfil duty, to believe in revealed love, to trust in Christ, to live by faith, and to die in hope of a blessed eternity.

(On behalf of the Committee,)

SAMUEL GURNEY, *Treasurer.*

The Parent Institution is governed by a committee of gentlemen, who are annually appointed under the rules already quoted, and meet once a month or oftener, as business may require. They appoint, out of their own number, sub-committees, which also have their periodical meetings, viz.:—1. The Inspectors' Sub-Committee, to which is entrusted the care of the normal and model schools, the examination of testimonials of character, the admission of students, &c., and to which are likewise submitted all applications for teachers; 2. The Finance Committee, the name of which describes its duties; and 3. The Correspondence and Agency Committee, appointed to read over the numerous letters and other communications addressed to the committee at large, as well as the monthly reports, sent in by the several agents and inspectors. A ladies' committee is also appointed to superintend the female department.

The number of Auxiliary Societies and corresponding Committees mentioned in the Report for 1846 is 130, and the number of other subscribers, chiefly in the metropolis, about 930. Besides the contributions of these parties, donations were received in the course of the year ended 31st May, 1846, from 142 persons, including one from a lady of no less than 1000*l.*, and likewise of a legacy of 720*l.* At the same period the number of life Governors, by donations of 20 and 50 guineas and upwards, was about 680, and by the payment of legacies 78. Various foreigners of distinction are honorary members of the Society to the number of 34. The accompanying balance sheet of receipts and expenditure for the year 1845, extracted from the Report of 1846, affords, however, the best available index to the pecuniary resources of the British and Foreign School Society, and to their application. With the list of patrons and officers prefixed, it completes the hasty outline of the history, constitution, objects, and resources of the Society, with which it appeared essential to preface, as nearly as possible in the terms of its own records, my account of the present state of its schools.

Patrons and Officers of the British and Foreign School Society, May 1846.

Under the Special Patronage of Her Most Gracious Majesty Victoria I.,
An Annual Subscriber of 100*l.*

Patroness.

Her Royal Highness the Duchess of Kent.

Vice-Patronesses.

Her Grace the Duchess of Bedford.
The Right Honourable the Countess of Jersey.
The Right Honourable Lady John Russell.
The Right Honourable Lady Ashburton.
Lady Elizabeth Whitbread.
Mrs. Hudson Gurney.

President.

His Grace the Duke of Bedford.

Vice-Presidents.

The Most Noble the Marquis of Lansdowne.
The Right Rev. the Lord Bishop of Norwich.
The Right Honourable the Earl of Burlington.
The Right Honourable the Earl of Chichester.
The Right Honourable Lord Brougham.
The Right Honourable Lord Bexley.
The Right Honourable Lord John Russell, M.P.
The Right Honourable Lord Morpeth, M.P.
The Right Honourable Sir George Grey, Bart., M.P.
Sir John Swinburne, Bart.
Sir Alexander Johnstone.
Charles Barclay, Esq.
John Abel Smith, Esq., M.P.
William Evans, Esq., M.P.

Treasurer.

Samuel Gurney, Esq.

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William Aldam, Jun., Esq. M.P.
Rev. J. Aldis.
G. W. Alexander, Esq.
Adolphus Bach, Esq.
Richard Barrett, Esq.
Joseph Beldam, Esq.
Rev. Thomas Binney.
Rev. John Burnet.
Henry Christy, Esq.
William Clay, Esq.
Rev. George Clayton.
John Corderoy, Esq.
William Crawford, Esq.
Enoch Durant, Esq.
Robert Forster, Esq.
Joseph Talwyn Forster, Esq.
James Grant, Esq.
Joseph Gurney, Esq.
Cornelius Hanbury, Esq.
William Harvey, Esq.
Thomas Hepburn, Esq.
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James Nisbet, Esq.
Thomas Norton, Jun., Esq.
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Sir Culling Eardley Smith, Bart.
Rev. James Sherman.
Rev. Dr. Steane.
Jos. Sterry, Esq.
William Tooke, Esq.
John Vaizey, Esq.

Ladies' Committee.

Mrs. Angus.
Miss Brewin.
Miss Buxton.
Miss Elizabeth Forster.
Mrs. Samuel Gurney.
Miss Gurney.
Mrs. Joseph Gurney.
Mrs. Hagen.
Mrs. Joseph Hepburn.
Mrs. Charles Hindley.
Mrs. Hutchinson.
Mrs. S. Morley.
Mrs. Oldfield.
Miss Piper.
Lady Pirie.
Mrs. Chas. Reed.
Mrs. J. J. Smith.
Mrs. Ebenezer Smith.
Miss Sturges.
Mrs. Terrell.
Mrs. Vaizey.
Mrs. White.

Auditors.

John Arch, Esq.
John Capper, Esq.
Thomas Norton, Jun., Esq.
Joseph Sterry, Esq.
Henry Sterry, Esq.

Secretary.

Henry Dunn, Esq.

Collector.

Mr. Thomas Boulton, 18, Stamford-street, Blackfriars-road.

Accountant and Chief of the Depository.

Mr. John Pickton.

Assistant Accountant.

Mr. Frederick Pickton.

Income and Expenditure of the British and Foreign School Society, from January 1, 1845, to December 31, 1845.

RECEIPTS.

	£.	s.	d.	£.	s.	d.
Balance in Treasurer's hands				252	10	3
Her Majesty Queen Victoria, Annual Subscription	100	0	0			
His Grace the Duke of Bedford, ditto	100	0	0			
Annual Subscriptions	931	7	0			
				1,131	7	0
Donations				1,814	17	4
Collections				51	8	1
Auxiliary Societies				1,090	7	9
Borough Schools—Children's Pence, Boys	238	6	1			
——— Girls	120	3	10			
				358	9	11
Ground-rent, and rents in Union-street and Earl-street				43	9	10
Legacies—G. Baugley, Esq., late of St. John's Wood-road	200	0	0			
A. R. Barclay, Esq., late of Layton	90	0	0			
Rev. Dr. Newman, late of Bow	720	0	0			
Wm. Rowlett, Esq., late of Burton	1,699	0	10			
				2,709	0	10
Payments in part of expenses in board and lodging, by teachers in boys' department	628	9	0			
Ditto, ditto, girls' department	359	13	8			
				988	2	8
Amount received for the sale of the Society's publications, including grants				4,408	1	1
Corby School Trust, from the executors of the late Wm. Rowlett, Esq.				106	15	10
Two years' dividend, 3 per cent. Consols, from a Fund for the Education of Children of Insolvent Debtors in the Queen's Bench	38	17	9			
Interest on special donations invested	132	0	2			
				170	17	2
Advances repaid				40	0	0
Council of Education, 2 years				1,500	0	0
				14,664	18	9
Balance in Treasurer's hands, on the 1st of January, 1846				766	15	3

PAYMENTS.

Borough Road Model Schools.

	£.	s.	d.	£.	s.	d.
Boys.—School materials, rewards, monitors' pay, &c.	222	2	3			
Salary of master	200	0	0			
				422	2	3
Girls.—School materials, rewards, monitors' pay, &c.	64	12	9			
Salary of mistress	150	0	0			
				214	12	9

Training Department.

Board and lodging of teachers in boys' department	1,155	18	7			
Books for normal school, philosophical apparatus, &c.	103	10	3			
Board and lodging of teachers in girls' department	572	3	7			
Books for normal school, medical attendance, &c.	23	7	6			
Coals, coke, gas, and water	196	8	0			
Furniture	142	10	4			
Teachers for young men and women in normal schools	472	10	0			
Incidental expenses	17	3	1			
				2,683	11	4

Travelling Agents.

Expenses attendant on formation of auxiliaries, and inspection of country schools				612	18	0

School Inspection.

Inspection of schools in London and vicinity; inspectors' salaries and travelling expenses				266	16	1

Grants.

Money and school materials on behalf of schools at home and abroad				1,044	17	8

School Materials.

Paid for school materials, and expenses of depository				4,079	13	9

Corby School.

Corby School Trust—Balance of account with J. C. Gotch, Esq., treasurer, to September, 1845	108	7	9			
School materials	8	7	7			
				116	15	4

General Expenses.

Secretary	250	0	0			
Printing, and paper for reports, quarterly extracts, &c.	277	9	9			
Stationery, books, &c.	65	9	9			
Postages, parcels, and messengers	161	8	1			
Expenses of general meeting and examinations	82	15	1			
Collector's poundage	50	3	0			
Enlargement of depository, flooring girls' school-room, and sundry repairs	694	2	1			
Advertisements	35	16	0			
Insurance	23	15	0			
Taxes	77	19	7			
Ground-rent	64	3	10			
Travelling expenses	58	11	9			
Solicitor's charges	125	2	5			
				1,966	16	4
Temporary investment for special objects				2,500	0	0
Balance in treasurer's hands*				756	15	3
				14,664	18	9

We have examined the above account for the year 1845, and find that the income has exceeded the expenditure by the sum of 756*l.* 15*s.* 3*d.*

(Signed) THOMAS NORTON, jun.
HENRY STERRY.

* To meet this were current engagements to the amount of £564 10*s.* 6*d.*

In the remainder of this Report it will be no part of my duty to enter into the various external operations of the Society. I propose, on the contrary, strictly to confine my attention to the model and normal schools, "in which latter nearly 1000 children are daily under instruction; establishments which, while *incidentally* benefiting the neighbourhood in which they are placed, are *mainly* sustained for the purpose of exhibiting, in actual operation, the most improved methods of instruction, and as a means of training in the art of teaching, and in the management of children, the various classes of persons who enter the institution for this purpose."*

The present normal school buildings occupy a site on the south side of the Borough-road, at the corner of Great Union-street, held on a lease of 61 years, at a ground rent of 30*l.* per annum, from the Mayor, Commonalty, and Citizens of the City of London; being part of the Bridge House Estates. It presents a frontage towards the Borough-road of about 180 feet, and the premises extend backward 160 feet, along the western side of Great Union-street, into which fronts the Depository, a neat building, separate from the rest. The lease is not enrolled, but the declaration of trust is; being dated on the 30th January, and enrolled on the 15th of February, 1845, and stating that the premises are held in trust, for such intents and purposes, towards promoting the education of the labouring and manufacturing classes of society, of every religious persuasion, as shall be from time to time resolved and declared by the subscribers for the time being to the British and Foreign School Society, in a General or Special General Meeting assembled; and upon further trust, that the trustees for the time being shall, "from time to time, allow any inspector or inspectors to be appointed by Her Majesty in Council, with the full concurrence of the Committee of the said Society, for the inspection of the schools of the said Society, to inspect the normal, or other schools now existing, or which may be established on the same premises;" provided that they may at any time be exempted from such inspection, by offering to repay the grant of 5000*l.* made to the Society.

The main buildings form an imposing and ornamental pile of red brick, faced with stone, of which a perspective elevation and ground plan are annexed. The centre embraces the secretary's and curator's rooms, placed on either side of the entrance hall; at the back of them, beyond an intervening passage, is the theatre; and behind the latter, and separated from it by a staircase and another passage, are the students' dining-room and the school of design, two spacious, shapely, and airy apartments, looking into the boys' play-yard. Over the front are the secretary's apartments; and over the theatre and back rooms, the dormitories,

* "Educational Conference in 1844," p. 43.

which are light and airy, and well ventilated by two separate shafts, which pierce every stone floor of the landing passages, up to movable lantern lights in the roof. The two wings, frontward, consist respectively of boys' and girls' class-rooms, with the boys' and girls' school-rooms behind them; the latter being great halls, lighted and ventilated not only by windows in the sides, but also by long lantern lights in the roofs, opening on swivels. Over these rooms, therefore, no building is carried up, and hence the lightness and airiness of the central pile, containing the dormitories. Over the boys' class-rooms, in the right wing, however, is a handsome committee room; and over the girls' class-rooms are the superintendent's apartments, &c. A large pile attached to this western wing contains, on the ground floor, the housekeeper's room, and likewise the dining-room of the female department, and above, its dormitories. Behind this pile is a girls' class-room, with a gallery, and behind this again, offices occupying all the rest of the space, westward of the girls' school-room, to the boundary wall. In the basement are the kitchens, pantries, washhouses, coal-cellars, &c., of the several departments, under the management of the housekeepers of each, employing servants who live with their own families, out of the establishment. Behind the girls' school-room, in the boys' yard, is a range of three class-rooms, each with its own gallery, and all separated by the full breadth of the boys' yard from the boys' school to which they belong. The scale of the apartments, their arrangement, and the neatness of their finish, are well worthy of the institution; but the want of more airing-ground is a great defect, which it appears almost impossible to remedy. Next to this want, that of some means of warming the school-rooms in the depth of winter better than by rude stoves introduced for the occasion, and producing more smoke than heat, is most worthy of consideration. The warming and ventilation of the students' class-rooms, by the ordinary means of open fire-places and opening windows, appears to be equable and effective. Water is laid on at various points, especially at troughs on each of the dormitory floors, intended, however, only for supply, and not for ablution on the spot. The lighting is by gas, laid into the theatre, the students' class-rooms, and the officers' rooms.

This great establishment is divided into two entirely distinct portions, forming respectively the male and female departments; the former occupying the eastern, and the latter the western portion of the buildings, between which there is no direct means of communication whatever, except by a private door, opened once a-day, to permit the young women to take their seats in the back part of the theatre, during the daily conversational lecture of the principal of the normal school on the art of teaching and governing in a school. Each department, again, has its respective normal and model school; and each of the normal schools is divided into

OOLS

ETY.

Reference to Plan

1 Model Boy's School
2 Model Girl's School
3 Lecture room for Normal Students
4 School of Design
5 Dining room for Normal Students
6 Class room to Boy's School
7 Dº Dº Dº
8 Entrance Hall
9 Curator's room
10 Secretary's Office
11 Corridors
12 Gallery Class Room, Nº 3
13 Dº Dº Dº Nº 2
14 Dº Dº Dº Nº 1
15 Urinary & Privies
16 Covered Way
17 School Book Depository
18 Female Students Class Room
19 Class Room to Girl's School
20 Female Students Dining Room
21 Ladies Committee Room
22 Girls Gallery Class Room
23 Cloak & Bonnet Room
24 Water Closets
25 Lavatory

SCALE 0 10 20 30 40 60 Feet

J. FIELD, ARCHITECT.

two classes, forming respectively the senior and junior divisions of the young persons under training. The whole is under the constant general supervision of the Committees, meeting on the premises, and of the Secretary, resident in them; but the whole of their active management devolves upon the officers hereinafter named.

The following are considered as the general and primary QUALIFICATIONS REQUIRED IN ALL CANDIDATES, whether male or female:—

1. *Religious Principle.*—Whilst the Committee would disclaim anything approaching to a sectarian spirit, they consider it indispensable that persons to whom the moral and religious instruction of youth is confided should exemplify in their lives the Christian character, and be conscientiously concerned to train up their youthful charge "in the nurture and admonition of the Lord." In requiring the most explicit testimonials on this important point, the Committee feel that they are only fulfilling the wishes of their constituents; an opinion which is confirmed by the fact, that in almost all the applications they receive for teachers, it is expressly stipulated that they must be persons of decided piety, and that no others will be accepted.

2. *Activity and Energy.*—These are essential.

An indolent or inactive person can never make an efficient schoolmaster or schoolmistress. The arrangements of a school on the British system, when well conducted, considerably diminish the amount of labour required from the teacher; but it is a system which peculiarly demands liveliness and activity both of body and mind.

3. *A competent share of Talent and Information.*—The Committee have no desire to change in any respect the great principle on which they first set out—that of imparting to the labouring classes elementary instruction in reading, writing, and arithmetic; but the present state of society requires that a teacher should possess the ability to give instruction in higher branches of knowledge. Indeed, if teachers are to exercise any valuable influence over their pupils, they must themselves be intelligent; they must be able to inform and interest children generally, and to draw out and strengthen their feeble powers.

In addition to these qualifications, the Committee esteem it desirable that the candidate should possess kindness, and great firmness of mind, combined with good temper; in short, those dispositions of heart which gain so much on the affections of the young. The age of the applicant should not be less than twenty, nor more than thirty; and all candidates* receive the following "general notices:"—

1. Candidates received into the Institution *on the reduced terms*, are understood to pledge themselves to act (as far as practicable) on the great leading principles adopted by the Society.

2. Candidates who do not subject the Society to any cost on their behalf, are considered at liberty to engage themselves as teachers of schools connected with other educational bodies, or attached to particular denominations of Christians.

* See the description hereafter given of the several classes of persons eligible.

3. All persons, on completing the term for which they are accepted, must withdraw from the Institution: and (if candidates for schools under the Society) must reside with their friends until suitable openings occur.

The female department having been modelled, for the most part, though not wholly, on the plan of the male department, it will be most perspicuous, first, to describe the latter alone; and afterwards to point out the most striking features of resemblance or dissimilarity exhibited by the female department.

SCHOOL FOR YOUNG MEN.

Normal School.

Principal of the Normal School . . .	James Cornwell, Esq.
Vice-Principal of the Normal School .	Robert Saunders, Esq.
Teacher of Drawing and Music . . .	Mr. Henry Pickton.

Model School.

Superintendent of the Model School . .	John Thomas Crossley, Esq.
Assistant to the Superintendent . . .	Mr. William J. Fitch.
Two Pupil Teachers.	

Household.

Curator	Mr. Charles Allen.
Housekeeper	Mrs. Gaskell.

Normal School.

The *domestic* arrangements (subject to the oversight of a sub-Committee) are placed under the care of the housekeeper and the curator.

The duty of the housekeeper is to direct and control all matters relating to the board and lodging of the young men. She is required to provide the requisite food, to engage the domestic servants, and to secure at all times order, cleanliness, and punctuality in those portions of the establishment which fall under her supervision. All accounts of disbursements are transmitted to the accountant for examination monthly.

The duty of curator embraces all matters connected with the daily and hourly supervision of the students, and the maintenance of order, cleanliness, and harmony throughout the establishment. He is—

1. To keep a record of all persons entering or leaving the establishment, or attending any of the classes.

2. To see that all the rooms used by the students, or their teachers, are always clean, and well ventilated.

3. To preside with the housekeeper at all meals; to conduct family reading morning and evening; and to be responsible for the adherence of every student to all the regulations laid down for his guidance while in the institution.

He is further to give *a daily written report* to the secretary, whose private apartments, though distinct from the general establishment, are within the building, and through whom, in case of irregularity, appeal can at once be made to the Committee.

The *dietary* provided for the students is plain, but varied, substantial, and abundant.

A medical practitioner, residing in the immediate neighbourhood, is called in (free of cost to the student) on the first appearance of indisposition.

There are dormitories in the male department for only 45 students; 27 in separate rooms, and 18 in nine larger rooms, with two beds in each. The remainder of the 66 pupils in this department, on the day of my general examination, were occupying apartments in the neighbourhood, in houses of respectability, in which it is proposed that hereafter they shall be hired for them by the officers of the Institution. All, however, board in the house. The principal and vice-principal of the normal school and the superintendent of the model school are respectively charged with the proper occupation of the students' time, according to the Tables hereafter given; and at all intervening periods their employments are under the general superintendence of the curator, who marks lists to check their employment of the time assigned to private study, whether individually or under mutual monitors, and has charge of the manners and conduct of the young men generally, enlisting the aid of the two senior students for the time being. The young men perform no household services, beyond cleaning their own shoes and brushing their own clothes; for the time of their stay is too short to justify the sacrifice of any portion of it to industrial occupations. Indeed, most of them have already had a complete course of industrial education in the trades and occupations from which they have respectively come.

Rules to which every Student is expected rigidly to conform.

I. Relating to Sleeping Apartments:

1. To rise every morning at 6 o'clock when the bell rings.

2. Before leaving the room to uncover the bed-clothes, and to see that all books, articles of dress, &c., are placed in the drawers. For every article found in the room a fine will be enforced.

3. On no occasion whatever, without special permission, to have a candle, match, or other light in the room. (As the violation of this rule will endanger the safety of the building, any offender will be specially reported to the Committee, and probably directed to leave the institution.)

4. Every student is to confine himself to his own bed-room, and to have no communication with any other, conversation not being allowed after retiring for the night.

5. All washing and cleaning the person to be performed in the respective rooms; the troughs on the landing never to be used for that purpose.

6. The bed-rooms to be finally vacated for the day at five minutes to nine, and under no pretence whatever is any student to visit them again until bed-time. At no period will he be allowed to go up stairs in shoes worn during the day.

II. Relating to the Classes:

1. To be present in the school of design at half-past 6 o'clock in the morning to answer to the roll, and then to proceed to the classes.
2. To be present at the additional roll-calls at the undermentioned times, viz., five minutes to nine, five minutes to two, and half-past nine in the evening.
3. To attend all the classes during the day at the precise time. From twelve to one to be invariably devoted to exercise in the open air. If no letters or parcels have to be delivered, the time to be occupied in walking out.
4. From half-past eight to half-past nine in the evening to be devoted to the preparations of the studies. The students who have finished will be required to maintain order and silence, that no interruption may be occasioned to those who are studying.

III. Relating to Meals:

1. To be ready for breakfast punctually at a quarter past eight; dinner at a quarter past one; tea at a quarter past five; and supper at half-past eight; at which hours the bell will ring.
2. On entering the dining-room for any meal, every student to remain standing in his place until the housekeeper and curator have entered and taken their seats; and on the housekeeper rising to leave the room (which sign indicates the conclusion of the meal), every student will be expected to rise, and the one nearest to the door to open it.
3. During meals no reading will be allowed; silence must be observed, and the strictest propriety of behaviour maintained, rudeness, selfish eagerness to be assisted before others, or indecorum of any kind, will be noticed, and expose the parties to merited rebuke.

IV. Relating to other Periods of Time:

1. No singing, loud talking, or unnecessary noise in the passages, or in any part of the building, will be tolerated. No throwing of ink, or other careless or filthy habit, will on any account be suffered. Parties offending will be specially reported to the Committee.
2. No book, paper, article of dress or of other use, will be allowed, under any pretext, to lie about any of the rooms or passages; a place being appointed for everything, everything must be in its place. For every offence a fine will be enforced, and the article detained until it is paid.
3. No student is to be absent from the premises without the permission of the curator, or (if in class hours) of the teacher of the class from which he wishes to be absent; and he is never to be out later than half-past nine.
4. On Sunday he will be expected to attend twice at his accustomed place of worship, and to spend the remainder of the day in quietness and propriety.
5. Never to enter the depository except on business.

In order to carry the above regulations into effect the curator is strictly charged by the Committee to impound all articles left about, and on no account to return them to the owners without payment of the fine; and, further, never to allow any violation of these rules to pass without severe rebuke.

As, however, many offences may be committed where the guilty party cannot be discovered, the two senior students (for the time being) will be held responsible for all such misdemeanors. If injury be done to any part of the rooms, or unnecessary dirt brought in, it will be their duty to find out and report on the offender; in which case he will be required to remove or repair it.

All fines to be spent in books for the library.

By order of the Committee,

(Signed) H. DUNN, *Secretary.*

The following is the official outline of the Normal School of Young Men:—

I.—*Persons eligible.*

Subject to the general qualifications already enumerated, *five* classes of persons are eligible for admission.

Class A.—Young men desirous of becoming teachers, who wish to be introduced to a school by the Committee, and are prepared to remain in the institution twelve months.

Class B.—Young men desirous of becoming teachers, who wish to be introduced to a school by the Committee, but are unable to remain longer than six months.

Class C.—Youths and other persons who desire to adopt the profession of a teacher, but wish subsequently to be at their own disposal. These are considered as private teachers, and are required to pay the fees attached to each class.

Class D.—Teachers elected to schools, or already conducting them, but desirous of attending, for some limited period, any of the classes, with a view to farther improvement.

Class E.—Missionaries or other persons proceeding abroad, with a view to the promotion of education in foreign parts.

II.—*Times of Admission.*

Class A.—January and July.

Class B.—January, April, July, and October.

Classes C, D, and E.—Monthly, by special correspondence with the Secretary.

Classes A and B are expected to board in the establishment. Reduced charge, 6*s.* a-week; the whole sum to be paid in advance.

Class C cannot be admitted to board or lodge. They must also pay in advance the fee required on entering each class.

Classes D and E may be admitted to board by special arrangement.

III.—*Mode of Application.*

The first step to be taken by the candidate is to *write a letter to the Secretary*, stating briefly his *age*, *state of health*, and *present employ-*

ment; also *whether he is married or single,* and, if married, *what family* he has.

Secondly, he should mention, generally, the amount of his attainments, and state the length of time he could devote to the work of preparation.

Thirdly, whether he has had any practice in communicating instruction to children, either in day or Sunday schools; whether he has ever been engaged in benevolent efforts for the improvement of the poor; and whether he has been in the habit of attending any means of general or religious instruction beyond the ordinances of public worship.

This letter, which should be as brief as circumstances will admit, should be accompanied by *explicit testimonials* from the clergyman or minister of the church or congregation with which the candidate may be connected, and from one or more persons to whom he may be known, as to his possession of the qualifications already mentioned as indispensable. (See page 3.)

On receipt of these communications, the Secretary will bring the application before the Committee at their first meeting, and afterwards communicate further with the candidate.

The sub-Committee appointed to investigate the testimonials of candidates meets at the house of the Institution, in the Borough Road, on the first Monday in every month, at 10 o'clock in the forenoon.

If the candidate reside in or near London, he should attend the Committee at this time, *but not unless he has had on some previous day a personal interview with the Secretary.*

Supposing the Committee to be satisfied with the letter and testimonials, the candidate will be informed when he is to present himself for preliminary examination, on the following points:—

1. *As to his Health.*—It will be required that persons admitted into the Institution shall be in good health, and free from any serious physical defect; and that they shall either have had the small-pox or have been vaccinated.

2. *As to the Amount of his Knowledge.*—He must read fluently and without unpleasant tones; he must write a fair hand, spell correctly, be well acquainted with the first four rules of arithmetic, and have some general acquaintance with geography and history.

If the result of this examination be on the whole satisfactory, the candidate (having paid the amount required) receives a certificate, on delivery of which to the Curator he is presented with a copy of the rules of the establishment, and either received into the house or introduced to the classes he wishes to attend. If the result be unsatisfactory, a written report to that effect is made to the Secretary, who will then communicate with the Committee, and with the candidate or his friends.

By these preliminary inquiries and investigations, it is hoped that in the majority of cases subsequent disappointment may be prevented; but as it is impossible to decide, *prior to actual experiment,* whether any person has or has not that peculiar tact in the management and *control* of children, and those powers of arrangement, as applied to numbers, without which no teacher can successfully carry out the combinations of a British school,—every candidate is required to hold himself ready to withdraw from the Institution should he be found thoroughly deficient in the art of managing, interesting, and controlling children.

The Committee do not in any case *pledge themselves* to furnish candidates with situations; but as hitherto they have been in the habit of receiving applications for teachers from the numerous friends of education in different parts of the country, they have reason to hope that it will generally be in their power to recommend the candidates they may train to parties thus applying.

IV.—*Vacations.*

Midsummer.—Four weeks from the Friday preceding Midsummer-day.

Christmas.—One week from the Friday preceding Christmas-day.

Easter.—From the Thursday preceding Good Friday to the Wednesday in the ensuing week.

At the Midsummer vacation every student is required to leave the Institution, and to provide himself with board and lodging during that period.

V.—*Table of Classes.*

Class I.—*Grammar and English Composition*:—Students of Six Months.—A course of English Grammar, including the chief roots (especially the Anglo-Saxon), and derivatives of the language. *Composition.*—Forms of letters, notes, &c. Abstracts of remarks and lectures will be looked over, with a view to the correction of errors in orthography or composition.

Students of Twelve Months.—An extended course in the construction of the English language. So much of comparative grammar as may be understood by those assumed to know only one language. *Composition.*—A systematic course. Essays on some branches of teaching.

Class II.—*Elocution: Readings in Prose and Poetry*:—In this class the pieces read are selected from the Third Lesson Book, and are accompanied by systematic interrogation from the notes. The pupils are also required to interrogate one another.

Class III.—*Arithmetic and Mathematics*:—This class includes—

1. *Arithmetic.*—Principles from De Morgan.
2. *Geometry.*—Books ii. iii. iv. v. vi. of Euclid's Elements.
3. Elements of algebra and trigonometry.

Class IV.—*Model Lessons in Natural Philosophy, Natural History, Botany, and Chemistry*:—The object of these lessons (which, with the aid of suitable books of reference, are *prepared* by the pupils before breakfast) is twofold; *first*, to render them sufficiently acquainted with the various subjects treated in the Fourth Lesson Book, to enable them to teach that book intelligently; and, *secondly*, to exhibit to the tutor the extent of their knowledge, and the degree of ability possessed for imparting the same to children. The instruction given in natural philosophy is of a popular kind, suited to the acquirements of students, some of whom may be acquainted only with the elementary parts of pure mathematics.

Class V.—*Art of Teaching.*—This class, at which all the teachers in training (both male and female) are required to attend, is held in the lecture-room of the institution.

The time is occupied in criticism on the gallery lesson of the day, in

a conversational lecture on some topic connected with the principles or practice of teaching (see page 11), and in the examination of written notes.

The course consists of 60 lectures, and is completed in 12 weeks.

Class VI.—*Practical Simultaneous Lessons.*—This class (at which all attend) is conducted in the gallery class-rooms, where the teachers in turn are required to give collective lessons; after which, the criticisms of the teachers who have been spectators are required to be given in the lecture-room. The tutor then comments on various defects and merits in the lessons.

Class VII.—*Bible Lesson.*—This class is conducted in the model school, each teacher being required to instruct and question a draft of 10 or 12 children, on a given subject, under the inspection of the tutor and the superintendent of the school.

Class VIII.—*School of Design.*—This class is separated into two divisions, upper and lower. In the upper, drawing is taught, in the following order:—

1. Maps and charts.
2. Machinery
3. Architecture
4. Figures and landscapes

} with and without models.

In the lower division, writing is taught, and then simple geometrical figures, and outlines of maps.

Class IX.—*Geography and History.*—*Geography.*—Geography of the chief countries of the globe, including their main natural features, towns, manufactures, government, population, and social condition. Connexion between the political and physical geography of countries. Leading features of mathematical geography.

History.—General history, ancient and modern.

Class X.—*Arithmetic* (*Lower Class*).—

Arithmetic.—Written and mental.

Geometry.—A course of practical geometry. The first book of Euclid's Elements.

Mensuration.—An elementary course.

Class XI.—*Elements of Physics.*—This class is simply intended to furnish the required information for the ordinary teaching of the Fourth Lesson Book.

Class XII.—*Vocal Music.*—This class is maintained by a separate voluntary subscription, and attendance is optional on the part of the students. The methods and books both of Mr. Hickson and Mr. Hullah are adopted.

*** The books required for each class, which are few and inexpensive, must be purchased by the student.

VI.—*Examinations.*

Weekly Examinations.—Every candidate will undergo a strict examination as to the amount of work performed during each week: he is required to record in a journal his labours and progress; and it is then ascertained, by a series of questions, whether that which he supposes himself to have acquired be thoroughly understood and digested. He

is also examined as to the mode in which he would communicate to others the knowledge he has gained.

Half-Yearly Examinations:—

Examiners.—Professor_____Coll.

Professor_____Coll.

Certificates of proficiency will be granted at the discretion of the examiners.

Any schoolmaster who has been instructed by the Society, or who may be engaged in conducting any school in connexion with it, may (by previous notice to the Secretary) offer himself for examination, in order to obtain a certificate of proficiency.

The lower class examination will embrace—

Reading; writing; arithmetic (written and mental); grammar; geography; English history; knowledge of the Scriptures; elements of geometry, drawing, and music; and the art of teaching.

The higher class (in addition) practical geometry; mensuration; the elements of algebra and trigonometry; natural philosophy; an extended course of mathematical and physical geography; construction of maps; and drawing, as applied to mechanics and architecture.

As the object of the Society is to prepare teachers, and not merely to improve students, the books used as text-books are, as far as practicable, those used in the schools, and the examinations will be conducted with special reference to the ultimate object in view, viz., effective teaching.

In the accompanying table of the occupation of time, no provision is made for periods of private study, during which lessons are to be prepared, or for daily exercise in the open air. These are necessarily regulated in each case by the attainments of the student, the particular classes he has to attend, his state of health, the period he is to remain in the institution, and other circumstances liable to variation. In every instance care is taken to secure as much exercise as is considered requisite for the health of the body and the most profitable employment of the mind.

The male department is, in effect, subdivided into distinct sections, placed respectively under the principal of the normal school, making the preliminary examinations, conducting the studies of the senior class, and giving three-fifths of the lectures to the whole in "pedagogy," or the art of teaching and governing in a school; under the vice-principal of the normal school, conducting the studies of the junior class as well as those of the morning classes of the female students, and likewise conveying the other two-fifths of the instruction in "pedagogy;" and under the superintendent of the model school, who has the entire disposal of that section, and the arrangement of the students' exercises in it. The junior class consists, in the main, of those whose stay in the institution has not exceeded three months; the senior class, of those whose stay has exceeded that term.

Normal School Time Table.

Time.		Time.	
A.M.		A.M.	
6½ to 8	Students engaged in Private Studies.	12 to 2	Dinner and Recreation.
8 to 8½	Family Reading	2 to 4	Students engaged in Classes in the Model School.
8½ to 9	Breakfast.	4 to 5	Criticism and Lecture in Theatre.
9 to 12	Students engaged in Classes in the Model School.	5 to 6	Tea and Recreation.

Time.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
P.M. 6 o 7	Drawing (Higher Class). School of Design. Grammar (Lower Class). Theatre.	Grammar and English Composition. Higher Class. Writing (Lower Class). School of Design.	Drawing (Higher Class). School of Design. Grammar (Lower Class). Theatre.	Mathematics (Higher Class). Theatre. Elocution (Lower Class). School of Design.	Geography and History (Higher Class). Theatre. Writing (Lower Class). School of Design.
7 to 8	Drawing (Higher Class). School of Design. Geography (Lower Class). Theatre.	Model Lesson by Tutor, Natural Philosophy (Higher Class). Theatre. Linear Drawing (Lower Class). School of Design.	Drawing (Higher Class). School of Design. History (Lower Class). Theatre.	Model Lesson by Tutor, Natural History (Higher Class). Theatre. Geometry (Lower Class). School of Design.	Model Lesson by Tutor, Natural Philosophy (Higher Class). Theatre. Elocution (Lower Class). School of Design.
8 to 8½	Drawing (Higher Class). School of Design. Elements of Physics (Lower Class). Theatre.	Trial Lesson by Student, Natural History (Higher Class). Theatre. Mental Arithmetic (Lower Class). School of Design.	Drawing (Higher Class). School of Design. Elements of Physics (Lower Class). Theatre.	Trial Lesson by Student, Natural Philosophy (Higher Class). Theatre. Slate Arithmetic (Lower Class). School of Design.	Trial Lesson by Student, Etymology (Higher Class). Theatre. Elements of Physics (Lower Class). School of Design.
8 to 8½	Supper.	Supper.	Supper.	Supper.	Supper.
8½ to 9½	Vocal Music. Theatre.	Vocal Music.	Vocal Music.	. . .	. . .
9½ to 10	Family Reading, after which the Students retire to Bed.				

SATURDAY EXAMINATIONS.

A.M.	Higher Class.	A.M.	Lower Class.
9 to 9½	Geography and History. Theatre.	9 to 10	Geography and History. School of Design.
10 to 10½	Arithmetic and Mathematics. Theatre.	10 to 11	Arithmetic. School of Design.
10½ to 12½	Grammar and Geography. Theatre.	11 to 12	Grammar and Etymology. School of Design.
12½ to 1	Natural History. Theatre.	12 to 1	Scripture History and Geography. School of Design.

SUNDAY.—From 9 to 10 A.M. the Pupils are expected to attend a Bible class, conducted by the Vice Principal. The instructions of this class include the Evidences of the Christian Religion. The candidates then attend at their respective places of worship.

The superintendent of the model school has been longest in the office which he now holds, having been brought up in this school by Joseph Lancaster himself. The principal of the normal school, also, obtained the earlier portions of his own education, and his first acquaintance with the system of the British schools, within its walls; a subsequent course of study at University College, and his development of great original powers, making good his claim to the important trust which now devolves upon him. Yet, further, it should be noticed that the vice-principal of the normal school formerly conducted, with great ability, the large British School at Plymouth; and the advantages arising from this practical training of the teachers themselves are beyond calculation, where the course of the student teachers is so cramped, as here it is, by the briefness of their stay, which has compelled, in practice, the adoption of such devices of immediate expediency as promised, on the whole, to realize the best result, in lieu of permitting the development of a complete scheme of education, such as the officers of the institution themselves would approve, under happier circumstances. Thus in 1844-5, out of 186 pupils who were in the junior class during some part of that year, 7 left during the first month of their attendance, 15 during the second, and 17 during the third, while 26 withdrew, as proving on trial, after examination, to be unsuitable for the office which they sought, leaving 121 who did pass up to the senior class; but of this number not more than one-fourth had been in the lower during the whole of the assigned period of three months. All leaving within the first three months proceeded to schools; most of them being of the class sent up by local committees, with a view only to their attendance for a short time for improvement. The following is a memorandum of the male teachers in training during the year ended May, 1846:—

Admitted.		*Appointed.*	
In training at the beginning of year	44	To schools at home	119
Since entered	138	To schools abroad	3
		Withdrawn	16
		Remain in training	44
	182		182

Having, in my Report on the Local Schools aided by Government, shown the sort of employments in which the masters have generally been engaged previous to their becoming teachers, and likewise the early period of life at which they have commonly left those employments, it is unnecessary here to enter into further statements of the like nature. The students in the institution are chiefly between the ages of 18 and 25, with a few of more advanced years, who have usually been teaching, or endeavouring to teach, for some time, but have come up for improvement.

Nearly all, however, are of the Class (A), already described under the head of "Persons Eligible."

The preliminary examination of the candidates, as to the amount of knowledge which they possess, is conducted by the Principal of the normal school, chiefly upon examination papers varied at the different periods of admission. The examination papers used in January, 1847, will be found in the Appendix (C), together with the form in which the results of the examination were noted. In the event of its being satisfactory, the examiner gives a certificate to the curator in the following form :—" Please to enter Mr. A. B.'s name on the list of candidates, and introduce him to the * * * class;" being the senior or junior, according to his acquirements and general qualifications; but in nearly all cases it is the latter. On the day of my general examination into the arrangements of the school, there were 39 in the junior, and 27 in the senior class. Of the latter, only five had been in the institution for upwards of six months; and their longer stay, under existing circumstances, offered no presumption of superior ability; for though it is the general rule to admit none for less than six months' training, yet such is the demand for teachers at the existing rates of remuneration, that it is practically impossible to keep the greater number, who are at all prepared to take charge of children, even for that limited period. The composition of the classes, therefore, is constantly undergoing change; being never precisely the same for any one month in the year.

A general *vivâ voce* examination of the lower division, with a glance through the entrance examination papers, enables me to speak with confidence as to the qualifications with which the young men enter the institution. They are healthy in appearance, of fair muscular development, open in countenance, and unaffected in their manners, of which the predominant characteristic is *earnestness*. Indeed, the few months' course of exertion in which they find themselves here involved is one which no infirmity of purpose or of health could safely encounter, and the positively weakly are advised at once to seek some other career.

The *reading* of a few is *good*, and all read with fair fluency, but seldom with perfect correctness or good expression, and not unfrequently with false aspirates, and dialectical peculiarities. Some even read with *tone*. About one-half spell quite correctly in the dictation test, which at once checks out a marked distinction of the newly-admitted into two classes; one composed of those who have acquired, and to some extent been accustomed to use, the full range of rudimentary instruction to be obtained in common day-schools, while the attainments of the remainder are much more fragmentary, and much less firmly engraven by intelligent use. This is exhibited in various incorrectnesses of punctuation and defects in spelling, which, though not numerous, exhibit a marked defect of early literary habits, whatever amount of energy the

young men may bring to their adopted profession. On the whole, however, the superior energy accompanies the superiority of instruction, for if the rudiments have not been acquired in boyhood, it is a first aim of the man of vigour awakening to a new moral and intellectual life to acquire them, under whatever amount of difficulty; and it is men of this class who offer at present perhaps the best material out of which to mould teachers for the poor. If the incorrectnesses are numerous, and the parties are without that energy of character which promises to overcome such serious defects of early education, they are advised to seek some other career; and are indeed estopped from further progress in this. But, under existing circumstances, the managers of the institution are compelled to admit a considerable proportion who betray these defects. The most deficient are persons sent up by local Committees, who can give only salaries too low for any regularly trained teacher to accept, and who therefore send up from their own neighbourhood some person who will accept the humble office, and to whom the best services of the institution are rendered during the few months that he is allowed to stay. In these cases the Committee are not called upon to recommend such persons for employment, because they are already provided with schools; and though they are very particular as to testimonials of character, they hold themselves in no respect responsible for the degree of proficiency ultimately exhibited by these persons.

The *writing* of one-half of the student teachers at entrance is good, of one-fourth inferior, and of the remaining fourth very deficient; but I can bear testimony to the progress made in the institution in the removal of this very grave defect. The *arithmetic* of about one-fourth is good, as tested by successive exercises in notation, compound multiplication, and easy propositions in vulgar fractions; that of one-half is good in the first two of these exercises; while the remaining fourth are deficient in one or other even of these; the amount of attainment and of defect, being, in fact, as nearly as possible, that of the monitors' class in superior British schools, as now existing. The *grammar* of one-fourth, on a rather severe test, proved to be good; of one half, little; and of the remaining fourth, very little, with scarcely any perceptions of etymology. The knowledge of *geography*, tested just as severely, might be described in the same terms. Their acquaintance with *Scripture* would be remarkable, if their study of it were not known to be a main-spring of their movement towards the field of youthful instruction. To questions in Scripture, chiefly historical, about one-half of them return good, ready, intelligent, and correct answers, while those of the other half are not materially defective; their study of the sacred text having been a labour of love, quickened, even amongst the least educated, by the duty of instructing children in it on the Sundays.

Their *general reading* appears to have been chiefly devotional

and theological, and by no means extensive. A few have read only religious periodicals, by which their minds have not been redeemed from desultory habits; while others have read chiefly "Chambers's Information for the People," and other works of useful knowledge, without their having necessarily arrived at any clear and vigorous grasp of the subjects brought before them, sometimes, perhaps, in too condensed a form to be assimilated by minds so unprepared as theirs. The instances of wider and more profitable general reading are very few, and still fewer are those who have any classical or mathematical attainments. Indeed, those among the candidates who have the latter, prove generally to have been pursuing them in a lonely course, giving them a character of abstraction by no means favourable to success as elementary teachers of young children. Habits of study in the text of Scripture, and an earnest desire to propagate a knowledge of it, are the most solid materials of character generally brought to the normal school. What most surprised me was the universal ignorance of English history, insomuch that scarcely one had any idea of what gave occasion for the civil wars in England in the seventeenth century, and not one had the least conception of the spirit which found vent in them.

It is eminently advantageous to young men of this character to be placed under teachers themselves acquainted by long and laborious practice with the difficulties of practical instruction which they must in so brief a period prepare themselves to encounter. Indeed, the mere scholar could do scarcely anything to assist them within the time allotted for their stay. A double object, therefore, is constantly kept in view, throughout the classes; to open up each branch of instruction to the minds of the students in such a consistent course that they shall, when left to their own resources, be prompted from within to pursue the subject further; and to habituate them at once to convey its elements, with the like zest, into the minds of others.

"Amongst those admitted as students, very great variety obtains in respect to attainments and capacity. Hence classification, at first, is almost impracticable. This, added to the difficulty occasioned by the entrance of new students at every period of the quarter, creates no little embarrassment in the management of the junior class, especially when the numbers are so large. Almost every one, on his entrance, is totally ignorant of some one or more of the branches of study pursued; hence it becomes necessary to adopt, to a great extent, the tedious and distracting plan of individual instruction. Very few of them can read *well*, that is, with intelligence and correctness of pronunciation, while the monotonous tones of some, and the almost inveterate provincialisms of others, require much time and attention to correct. Besides, unhappily, many of those whose *general acquirements* are of a fair average character, have comparatively neglected orthography and reading,

and consequently very much of their time during their stay in the class is necessarily devoted to these elementary studies. Some, again, have made apparently fair progress in arithmetic, grammar, &c., previous to admission; but though able to perform the operations in one science, and give definitions or parse sentences in the other, it is found, on examination, that their knowledge is merely by rote, and that the principles in both cases are not at all understood: they know that the thing is so and so, but they cannot tell why. Again, some who are, to some extent acquainted with principles, are quite unable to communicate their information to others, especially to children, and their efforts rather resemble awkward attempts at lecturing than intelligent teaching."*

In other words, all the time that can be spared from learning and practising the art of teaching has to be employed by this junior class in a vigorous effort to repair the deficiencies of their own elementary education. For this purpose they form a very interesting school of primary instruction under the Vice-Principal, whose own warmth of character awakens and stimulates their every capacity to a subdued earnestness of exertion which must be witnessed to be appreciated. This deep and quiet devotion to the work is rendered yet more intense by the sympathy of numbers, and is carried into fields of higher exertion in the senior class. It is this feeling, indeed, which renders them susceptible of the strong moral and intellectual stamp which is put upon them in so short a period in this institution by the tact and vigour of the teachers. And it is perfectly true, as stated by Mr. Saunders, that "by the industry and perseverance, united to docility and patience, generally manifested by the students, difficulties which seemed insurmountable at first have been overcome, and many of them, who, if estimated by their attainments on their entrance, would have been pronounced incapable of becoming even passable village schoolmasters, have left the institution deeply imbued with a sense of the importance of the positions they were about to occupy, and their consequent heavy responsibilities, and are now to be ranked among the most effective and exemplary instructors of the children of the poor."† In fact, proper exercise, and even sleep are, by many of them, sacrificed to study to an extent which only the briefness of the course renders at all consistent with health. All are in bed by 10 o'clock, and the morning bell rings at 6 o'clock; but many are up at 4, and two-thirds at 5, for the sake of gaining more time for their preparation of lessons to which the first hour and a half of the ordinary working day is devoted. The application of every other hour of the day is truly described in the time table already given, except where "recreation" is mentioned; for which private business or the preparation of lessons is, in fact, generally substituted.

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* Report of the Vice-Principal to the Committee, Report of 1845, p. 48.

† Report to Committee, above quoted, pp. 48, 49.

The following is the course of study of the junior class during the quarter ended 31st March, 1847, as described by its tutor, Mr. Saunders:—

Grammar.—The parts of Speech, and the Exercises upon them in Allen and Cornwell's Grammar, using also the Latin Roots there given; and the first part of Cornwell's Young Composer.

Geography.—General principles, Mathematical and Physical—Varieties of the Human Race—General features and divisions of Europe—Physical Geography of England—Text-book: Cornwell's Geography.

Natural History.—The great divisions of the Animal Kingdom—Radiata in detail—Text-book: Mrs. Lee's Introduction to Natural History, and Cuvier.

Writing.—Improvement of the style in four hands.

Arithmetic.—Principles and practice from Notation to Compound Proportion inclusive—and Square and Cube Roots—Text-books: Crossley's Calculator and Thomson's Arithmetic.

Arithmetic (Mental).—All the Rules in Crossley's Intellectual Calculator.

Linear Drawing.—Geometrical Figures in Dyce's Designs, and in Francœur's Linear Drawing.

History.—Roman and Saxon England in Outline—Norman period with the Feudal System and the Crusades in detail—Text-books: Pinnock's Goldsmith, revised by Dr. Taylor, and Macintosh's History of England.

Natural Philosophy.—General Divisions—Properties of Matter and Laws of Motion—Text-books: Peschell's Physics and Moseley's Illustrations.

Mensuration and Geometry.—Plane Figures—Text-books: Pasley's Practical Geometry, and Elliot's Geometry and Mensuration.

Elocution.—A series of 24 lessons in prose and poetry—Text-books: the Society's Lesson Books, and Allen's English Poetry.

Scripture.—Geography and History of Canaan from the call of Abraham to the present time—Text-book: Horne's Introduction to the Study of the Scriptures.

Various other works are used as sources of illustration, and the students are referred to them for further information, in their future hours of leisure.

The junior class is assembled on five evenings in the week, for two hours and a half, from 6 to half-past 8 o'clock, and on the morning of Saturday for four hours, from 9 to 1 P.M. The evening of *Monday* is occupied by devoting one hour to English Grammar, one hour to Geography, and half an hour to the elements of Physics. The lessons having been previously prepared during the period allotted to study in the morning, one of the students is selected by the tutor to examine the class in the lesson on grammar appointed for the evening. His questions are addressed to the members of the class individually, and on the failure of any one to reply to the question proposed, it is put to another, and another. This is required to be done with as much rapidity and precision as possible, and should every one in the class fail to reply satisfactorily, the

interrogator must then explain the subject to them, and examine them again. "The exercises on the different rules of grammar, as corrected by themselves, are read from their exercise books, every exercise being written before a lesson is considered as past, and a record of it is then made in their journals. During the whole of this time the tutor is with them, occasionally asking questions on the lesson under consideration, pointing out to the class the errors of the questioner, and their own. At the close of each lesson the students are required to mention anything which to them may seem objectionable in the manner in which the questions are put, or in errors of pronunciation, or any other which they may have observed; and yet further to show how they would have proceeded under the same circumstances. This plan of friendly but searching criticism is carried on with every lesson superintended by one of the students. The geographical lesson is given by one of the students, previously appointed, much in the same manner as the simultaneous or gallery lessons are given in the model school—that is, he furnishes them with information on the particular country or countries beyond what they may already possess; having ascertained the latter by questions at the commencement of the lesson. About half an hour is occupied in this manner, and then another half hour by another of the students in interrogation on the same subject; thus it is speedily ascertained if the information has been received by them, and also whether their notions are clear and distinct. In physics the same course is pursued, and, when requisite and practicable, experiments are introduced, drawings and diagrams used, and objects exhibited."

The evening of *Tuesday* is occupied for the first hour in writing in copy-books, each copy being submitted to the tutor; the errors are pointed out, and a line written by him with special reference to those errors; the student is thus furnished with a copy precisely adapted to his wants. The next hour is devoted to drawing. In this, as in writing, the measure of success depends mainly on individual practice, and therefore the teaching is individual rather than simultaneous. Very few have practised even drawing from copies before they came to the institution. Those who have, possess the facility of hand and eye which the preliminary exercises in this class are chiefly designed to convey. But the greater number require very careful introduction to the first notions and habits of representing forms on a plane surface, or even of drawing straight lines, and measuring them into relative lengths, without which they are quite unprepared to use the models which are introduced in the senior drawing classes. They make these first sketches in charcoal, so as to admit of correction, chiefly from simple geometrical figures in the published books of the Government School of Design, or from enlarged copies of those contained in Francœur's "Linear Drawing," prepared for the schools of France, organized on the Lancasterian system. This hour is the only one in the week

devoted to drawing by those who are under the instruction of Mr. Saunders; but it suffices to give a habit of using the eye and the crayon. Mental Arithmetic occupies the next half hour; and as mental calculations depend so much on the ability to combine numbers rapidly and to detect their relations, much of the time devoted to them is occupied by tables and analyses of numbers, forming a firm basis on which to build up rapid and correct calculations.

On *Wednesday* evening the first hour and the last half hour are occupied in the same manner as on Monday, but the hour from 7 to 8 is devoted to the History of England; the lesson being treated precisely in the same manner as the geography.

On *Thursday* evening the first hour is devoted to Elocution. The members of the class standing in a circle in the School of Design, the tutor reads about a page in the style and spirit which he wishes should characterize their reading. The students then read in turn: at the close of the reading of each, observations on the excellences or defects of the reader are elicited from his companions; the teacher makes his own remarks on these observations and on the reading itself; and the pupil who sits next in rotation resumes the text. The books chiefly used in this exercise are the Society's Daily Lesson Book, No. 3, and various selections of prose and poetry. The next hour is devoted to Practical Geometry, for their exercises in which the students occupy seats at the desks in the School of Design, and each is furnished with a slate, compasses, triangle, and ruler. "The problem to be executed is then distinctly enunciated by the tutor; the first step in its performance is explained and exhibited on a large black board, each copying it on his slate by means of instruments; the second step is then explained and illustrated in like manner. When completed, the question occurs, 'What have you done?' And if the answer does not agree with the conditions of the problem, the discrepancy is pointed out and corrected. If the performance is correct and the reply satisfactory the figure described is obliterated from the board and the slates, and the problem has to be executed again without any direction whatever. If this can be done, the next is proceeded with, and so on. As most of the students on entering are altogether ignorant of geometry, no very great amount of progress can be made; but a good foundation may be laid for future improvement." The text-book used is one well adapted to the age of the students, combined with their want of early practice. It is a "Complete Course of Practical Geometry and Plan Drawing," originally published as the first volume of a course of military instruction by Major-General C. W. Pasley, C.B. F.R.S. It is employed to illustrate their practice in drawing from copies of geometrical figures, and simple problems in mensuration are pertinently introduced. The remaining half hour of Thursday evening is devoted to written arithmetic, or, in the conventional phrase of

the schools, to "slate arithmetic." It is applied to the development of principles, or the application of them to practice, as may be required. Still it is Crossley's "Calculator," and not De Morgan's "Principles," to which reference is chiefly had. In either case the students themselves are called upon to explain to their fellows the lesson received from the tutor, and to exhibit illustrations of it on the black board.

The first hour of *Friday*, as of Tuesday, evening is devoted to Writing. The second hour to Elocution or Reading, in like manner as the first hour of the preceding evening; and the concluding half hour is employed in a lesson in Physics, as on Monday and Wednesday.

On *Saturday* morning the first hour is devoted to Modern History and Geography; the second to examinations in Arithmetic, especially in principles; the third to examinations in Grammar and Etymology, particularly Greek and Latin roots; and the fourth to Scripture Geography and History; all of them conducted in the same manner as the lessons already described.

"It should be observed that one of the lessons for each evening is given by the tutor as a model for imitation by the students, all the subjects being taken by him in turn, and attention particularly directed to the points of failure on the part of the students, and the errors into which they are most likely to fall. It might perhaps be supposed that, from remarks being freely made on each other's performances, some exhibitions of ill-feeling might be produced, but I believe myself fully justified in saying that no one instance of the kind has occurred. One advantage gained by these friendly criticisms is, that in very many instances the fault which passes unnoticed when committed by the student himself is apparent to him in another; and hence his correction is applied to his companion and himself at the same time.

"The number of exercises which they are required to write gives them much practice in orthography; but besides this, an hour of one morning in each week is devoted exclusively to writing from dictation; the exercises being examined afterwards by two students appointed to that office by the tutor, who also afterwards examines them again himself. In addition to this, each one in the class is required to write a letter once a week to the tutor, the writer being allowed to select his own subject: this exercise is of great service, as displaying the mental peculiarities of the writer, and affording a medium of private and confidential communication. In the examination of these letters attention is devoted to the most minute points, such as the mode of address, manner of folding, &c.

The members of this junior class also attend, with those of the senior class, the course of 60 lectures on teaching, &c., delivered by the Principal and Vice-Principal of the normal school; making rough notes while the lecture is being given, and writing out afterwards a fair abstract of it in a book furnished to them for that

purpose; these abstracts also are examined and corrected by the tutor. During four hours and a half (from 9 till 12, and from 2 till half-past 3) of every day, the students are engaged in teaching classes of boys in the model school "under the close observation of the tutors, one of whom is always present, for the purpose of noticing and pointing out to them their defects, and the mode of supplying them; thus the lessons learned in the normal school are carried into practice in the model school, and the application of theory to practice conducted under strict supervision." Such is the course contemplated; but there appeared to me to be great room for improvement in the practical employment of this valuable portion of time; improvement connected with an economy of opportunities in other departments of the training in this institution, in describing which it will be convenient again to revert to the labours of the model school.

During the past year an additional Bible class to the one mentioned in the Time Table has been established at the request of the students, the time of meeting being from 9 to 10 on the Sunday morning, and though their being present is perfectly voluntary, almost every one of them has been regular and constant in attendance; and the anxiety of many who have left the institution to have copies of the notes of the subjects taken up in the class, since their removal, affords an evidence of the value they set on the instruction communicated.

At the close of the first three months of their stay, the members of this class are put through another general examination by the Vice-Principal, in the presence of the Committee; and from among them the numbers in the upper class are then filled up, so as to leave behind only the few who are yet unprepared to proceed with the rest to any profitable result.

"The upper class," states the Principal of the normal school, "consists of students of not less than three months' standing. Their attention has been directed to the following subjects:—the English language, Mathematics, Natural Philosophy, and Natural History. These studies have been pursued with me from 6 till half-past 8 during three evenings in the week.* The course, as to method, has been uniform, the instruction having been given in the form of conversational lectures, based, as far as possible, upon the lesson-books of the Society as text-books. As much information has been thus afforded as the students have been supposed to be able to master by study in the early morning of the following day, either privately or in class; and the consciousness that the next time the subject should be taken up it would be commenced by a searching interrogation as to what is known of the last given lesson, has acted as a sufficient stimulus to persevering industry.

* Two whole evenings in each week are devoted to Drawing and Music, under the teacher of those branches.

"*The English Language.*—This has been treated under three distinct heads. First, that which is ordinarily called *Grammar*,* viz., the distinctions in the nature of words, the inflectional changes they undergo, their relations to each other, and the influence they exert in consequence of those relations. In short, syntax and etymology, exclusive of derivation. The aim has been never to give any term, definition, or rule, except as the representative of an idea, —to supply the notion before the words that express it. The *general* principles of language have been given too, as far as they could be understood by those not having the power of comparison from the want of acquaintance with two languages. Thus the universal fact has been taught, that languages have a tendency to get rid of their inflectional forms, and to express their relations by particles and position; and hence has the reason been shown why the rules of position are so much more important in a language in its recent than in its earlier condition. English and Anglo-Saxon have, perhaps, been instanced.

"The second direct study of English has been the *Formation and Derivation of Words.* These have been taught from lists of Anglo-Saxon, Latin, and Greek primitives found in the grammar. Etymologies have been explained, too, incidentally in connexion with the reading, and the various scientific terms from time to time occurring. In this study extreme accuracy has been insisted on, as it has been felt that persons not unfrequently render themselves ridiculous, by dabbling in a foreign language with which they have not a correct acquaintance as far as it goes.

"*Composition*† is the third means that has been employed for teaching the English language. It has been felt to be important that a teacher should be able to express his thoughts in suitable language and in a proper order. In the exercises, importance has been attached to neatness of writing and unaffectedness of style. Considerable advantages have attended this employment. It has been so pursued as to form a new study of English, showing the structure of the language and not of the words, logical and not grammatical relations. Truer, because more extensive views of the nature of their mother-tongue have thus been obtained, than could have been secured had the same time been devoted to the mere study of grammar. I regret to say that in a few instances, too (especially in the teachers selected by local Committees), it has not been without its advantages even in regard to orthography.

"We have not yet found time for a systematic course on *English Literature.* It has not, however, been entirely neglected, but has been taken up incidentally in connexion with the composition. For as the exercises found in the text-book are for the most part se-

* Text-book: Allen and Cornwell's School Grammar.

† Text-book: The Young Composer, or Progressive Exercises in English Composition, by James Cornwell.

lections from our best classic authors, fitting opportunities have been afforded, as each came under observation, for giving a slight biographical notice, the characteristics of his style, his principal works, and the recommendation of those deemed most valuable.

"*Geography.**—A good deal of attention has been given to geography. It is attempted to make this an *inductive study*; certain conditions are given, from which certain consequences are to be inferred. Thus the students are expected to discover that the currents of the rivers of Eastern Europe are slow, and of Western Europe rapid; after having been told that the former have their rise at a slight elevation and have a lengthened course, and the latter originate in the high land of Central Europe, at no great distance from the sea. Political and social geography are thus shown to be in a great degree dependent on physical geography; the reason is seen why one nation is agricultural and another commercial; why a certain manufacture should be carried on in a particular locality in preference to every other; and why an alteration in the mode of manufacture should involve a change in its seat. Thus that Holland is agricultural and England manufacturing; that our cotton manufacture is carried on in South Lancashire and the edges of the neighbouring counties, and not in Lincolnshire; that our manufactures generally are travelling north and west; and that iron, which was once largely manufactured in Kent and Sussex, is now only smelted on the great coalfields, are not merely so many facts, but highly interesting facts; interesting, because regarded as effects, the causes of which are perceived, and have probably been discovered, by the student himself.

"The *Etymology* of geographical names forms an important feature in this branch of knowledge. The name of a place often tells its condition or history; and the explanation of the same by calling into exercise the power of association, increases the probability of its being remembered. Thus the name *Buenos Ayres*, still shows the *salubrity* of the *air* of that town; *Sierra*, the Spanish name for a range of hills, the *saw-like* appearance which it presents; New *York* tells us that it was once a colony of *England*, and those who know that it was first called New *Amsterdam*, know, too, that it was founded by the *Dutch*; *Virginia*, shows that it was colonized in the reign of our *virgin* queen, Elizabeth; *Carolina*, during that of Charles (*Carolus*). The term *fell*, applied to mountains in the north of England, the south of Scotland, and in the islands of the north and west, shows that these parts of the country were occupied by some tribe or tribes of Scandinavian origin; while *ben* or *pen* found in the most mountainous regions, confirms the facts of history, that these high grounds were unconquered by the northern invaders, and continued in the possession of the original Celtic inhabitants. In thus finding out the cause of the fact, and the cause

* Text-book: A School Geography, also by James Cornwell.

of the name, the reason has been exercised and the study rendered highly philosophical; and a science which has often been thought to consist only of lists of hard unmeaning words, has been made attractive in a more than usual degree.

"*History.**—This study has been almost exclusively confined to the few great prominent events which have distinguished the history of any country. These have been a good deal amplified —traced to their causes, and pursued to their consequences. Shortness of time necessitates such a method. But irrespective of this, it is considered the best for a first course; for, as these salient events are only the visible development of principles, an acquaintance with these affords a key, as it were, to most of the subordinate intermediate occurrences. The events of English history receive by far the most attention, as do also those nearer our own times, compared with the more remote. In considering the events of other countries, constant reference is made to what was going on at the same time in England. It is thus frequently seen, that the same principle is developing itself at different places at the same time: *e. g.* the struggle between ecclesiastical and kingly power in France and Germany, at the time of our Henry II. and his Archbishop Becket.

"*Mathematics.*†—A full and systematic explanation of the *principles of Arithmetic* has formed a part of this study, and has been productive of great advantage to the teachers. Some who have entered the institution as good mathematicians, have been found to be unable to give a reason for the mode of performing the elementary parts of arithmetic. An acquaintance with rules by no means includes a knowledge of principles; but he who understands principles can make rules for himself. A strong interest has been excited, as the principles involved in the most ordinary operations have been evolved, and the effect of this has shown itself remarkably in the different manner of teaching a class of boys in the model school before and after such explanation; dulness on the part of the teacher has been succeeded by spirit, and lassitude on that of the boys by the most lively attention.

"*Demonstrative Geometry* has been pursued, but for the most part by each student independently, such being, in my opinion, the only way in which the advantages attendant on its pursuit are to be realized in the highest degree. The acquirements have, consequently, been very various, from only a few propositions to several books, according to ability and previous attainments. In all cases, however, though not equally, the great object has been secured—*mental drilling.*

"Only the elements of *Algebra* and *Trigonometry* have been

* Text-books: Lesson Book, No. IV., and Taylor's Pinnock's History of England.

† Text-books: Crossley's Intellectual Calculator; De Morgan's Principles of Arithmetic; Bell's Euclid.

taught, and these not systematically. The first has been introduced in connexion with the explanation of the principles of arithmetic, the algebraic formulæ being given as the representatives of *general* truths. Trigonometry has been required for the explanation of certain facts of natural philosophy, especially those of astronomy, and has been then introduced.

"*Natural Philosophy.**—It has been attempted to teach this branch of knowledge so as to combine the popular with the scientific. It has been made *popular* by drawing the illustrations from those phenomena which are every day before our eyes; and, fortunately, the great truths of physics are almost always capable of such illustration. But the *merely* popular has been avoided, by directing attention, not only to results, but to the methods by which such results have been obtained. There are some truths, of course, only to be demonstrated by the higher mathematics. These are quite beyond our reach, and are either entirely omitted or explained by the nearest analogical approximation. But in numerous instances, perhaps most, the principle of a method admits of illustration by means of very elementary mathematical knowledge. Thus the students learn, not only that the sun and planets are at such a distance, but the manner in which such results are obtained is given, and shown to involve only the same principles as are employed in the simplest land surveying.

"*Natural History.*†—Up to the present time only zoology has been considered. Subsequent to the lectures on this subject, visits have been made, with great advantage, to the Regent's Park Zoological Gardens and the rooms of the British Museum containing the specimens of natural history.

"In the case of the few students who remain with us more than six months, the afternoons of Monday, Wednesday, and Friday, from 2 to half-past 3, are devoted to the further study of mathematics, original composition, and Latin.‡ As regards the latter subject, the progress made is small indeed. It amounts to little more than removing some of the initiatory difficulties attendant on the study of a new language, and showing the student how he may hereafter pursue it with the best prospect of success. Yet slight as is the amount of knowledge obtained, it has not been without its value as affording a glimpse into the nature of language in general, which is not to be obtained by the individual who has no acquaintance with any but his own."

The theory of teaching and governing in a school is given in the series of lectures on pedagogy, which are delivered every day in the theatre of the institution, as hereafter described. The upper class is divided for convenience into two sections, senior and junior,

* Text-books: Daily Lesson Book, No. IV., and Martin's Natural Philosophy.
† Text-book: Daily Lesson Book, No. IV.
‡ Text-book: Dr. Aden's edition of Eutropius.

which occupy different sides of the theatre, and work jointly when the class is held by the Principal, but separately when held by monitors appointed out of their own number. The time devoted to practical teaching in the model school is the same as by the junior class, and will be the subject of future notice.

"On perusing what I have written," states the Principal, in concluding the observations above quoted, "I find I have done injustice to some of our students. A few, on entering, have a little acquaintance with Latin and Greek, some are well informed in history and science, and others rather deeply read in mathematics. But yet the fact remains, that most enter with but meagre attainments, and some are extremely deficient. It is consolatory to know, however, that not a few of those who have been originally most deficient in information, have proved very efficient teachers. Sterling principle, tact in teaching and governing, perseverance, and love of the work, have gone far to make up for what was wanting in information. In many instances it has been found, that the little knowledge which such possess, has been imparted with so much skill, that the *result* on the school has been greater than that produced by their better informed but less enthusiastic competitors. And if we have to regret that some, when they leave us, are far from finished scholars, yet none go without a good deal of information of the kind most immediately wanted by them; all have practically learnt the value of time, and been engaged in the systematic study of those subjects which are to them the most important, have been supplied with a list of the most useful books, and thus are enabled to turn their time to the best account in their attempts at self-improvement. They have learned, too, experimentally what is meant by *hard work*.

"It is, nevertheless, a great evil, that any should leave our normal school as teachers without a defined, and that a very respectable amount of information. A British schoolmaster should not only have so much as is necessary for his school, he must also take a respectable intellectual standing in society, if he is ever to exercise the influence which legitimately belongs to his office. As regards intellect and information, as well as character, he should be looked up to by others. But this can never be while our student's stay with us is so short. Our course I believe to be a good one, but we never complete it. It is only in the lectures on pedagogy that we accomplish all we propose. I am not unaware that in the extraordinary demand for teachers greater evils would probably have arisen to schools from our not supplying teachers at all, than from sending them out with (in some instances) less than six months' instruction. But still I trust you will allow me to remind you of what, however, I doubt not, you are conscious, that the short period which the students remain with us, is now the most serious hinderance to the fully efficient working of the normal school."

Drawing and Music.—Two whole evenings in every week, those of Monday and Wednesday, are devoted by the senior class to drawing; and three-quarters of an hour is given at the close of every day to singing. "The course adopted in the scheme of drawing lessons is, in the first instance, to convey to the students, in a series of familiar explanations, such principles of perspective as may be sufficient to enable them to delineate correctly simple lines in various positions. This is done on the black board with chalk; and when the class has evinced a degree of proficiency in such exercises, our next step is to introduce solid forms, involving a further acquaintance with principles which are then progressively laid down. As soon as practicable, the mere outlines on board are superseded by the use of paper, which is continued to the end of the course. The models in use in the classes are the series published under the sanction of the Committee of Council on Education; and we have also, as time and the skill of the student would permit, introduced many simple objects for exercise, such as articles of furniture." The course is, in effect, that of Mr. Butler Williams, under whom Mr. Pickton studied. He is obliged, however, to get through the work designed for eighty lessons, of two hours each, in twenty-four, of two hours and a half each, being two evenings in the week for three months; a proportion of time greater than is assigned to most of the lessons of equal importance.

"The time devoted to vocal music is necessarily limited; and the lessons are given at the close of the day, to prevent interference with any of the more important studies. The elementary lessons are based on Wilhem's system, as improved by Mr. Hullah; but one lesson in each week is devoted to the practice of simple school-pieces, published in 'The Singing Master' of Mr. W. E. Hickson, which is found to be of considerable use in creating an air of cheerfulness, and relieving the more serious exercises. In order that the students may be tested as to the efficiency with which they would impart the knowledge which they possess, opportunities are afforded from time to time for their individually communicating to others what they themselves have learned."*

Notwithstanding the briefness of the period of attendance, the imperfectness of the course of study, and the narrowness of the limits necessarily assigned to it, time and means are yet found to work that great change which is everywhere seen to endow the trained teachers with such superior ability in the instruction of numbers, as compared with the untrained. What, indeed, with the spirit infused into the junior class by Mr. Saunders's own teaching, and his judicious pairing of the young men for mutual assistance, it is difficult to conceive how more could be done, within the time, for persons labouring under such disadvantages as they are, unless it were in yet more individualizing the questions in the collective

* Report of Mr. Henry Pickton.

lessons, to make sure that the whole class is kindled by the subdued warmth of the teacher, and acquiring only definite ideas, and in augmenting the too brief time during which the whole class is actually in his hands; compensation for the loss of practice in conveying instruction by those who would have served as monitors under his correction, being sought in arrangements for the more vigilant and constant superintendence and criticism of their practice in the classes of the model school. The youthful audience to which they have there to address themselves, offers a far better field of practice for their future labours, than interrogative lessons to persons of nearly their own years and capacities; lessons which, for the instruction of the members of their own class, are feeble and wandering compared to those which would be conveyed by its real conductor, and which should not be allowed therefore to engross so many of the precious minutes in which they have the advantage of his presence, unless under the most imperative necessity.

Transferred to the senior class, the young men come under the discipline of a mind penetrating, powerful, and vigilant in the highest degree; detecting instantaneously every shade of indistinctness in the ideas of respondents, and untiring in the rapid challenge of successive individual corrections, demanded precisely where the framing or the attempting to frame an answer would be most improving to the individual addressed. Processes, analytical or synthetical, as the occasion may demand, are successively enlisted to advance the pupils, by legitimate and well-perceived steps, beyond the narrow ground of their actual acquirements. The lessons in the English language are of peculiar value to persons having the use of none other. A little manual called the "Young Composer," published by Mr. Cornwell himself, and forming, in fact, a little grammar of the *logical* structure of sentences and passages, is employed as a text-book, contemporaneously with his school grammar, which contains an excellent exposition of the grammatical structure of the English language, and a valuable section on Etymology. More time, alone, appears to be wanting to make this combination of exercises an invaluable portion of the mental discipline of the students, as well as of their grammatical instruction, to be reconveyed to the children coming under their care. The progress which they actually make is very surprising; but the briefness of the time scarcely, I fear, permits them to master consistently this double grammar; proceeding through its propositions at the rate which they do. It is impossible, however, to conceive of greater mental stimulus to obtain the desired object than is here employed, with the view of carrying the students through the whole of the grammar, and through the construction of simple and complex sentences, with every variety of expression, in six months from the time of their entrance.

The principles of arithmetic are taught with the same vigilance

and activity, and it is strongly urged upon the students, even when conveying the simplest rules, to awaken the minds of the children to the principles of notation, upon which they are based. The processes in their mental arithmetic are also very carefully explained. The six months' men have advanced through numeration, and the four first rules, in De Morgan's "Principles of Arithmetic." Geography—mathematical, physical, political, and industrial—is taught in the like exciting manner; the six months' men having passed through that of the United Kingdom with great minuteness, and of the four quarters of the globe in their largest features. Zoology and physics are chiefly taught on the text of the Fourth Lesson Book, in collective lessons, elucidating and enlarging upon those there given, and designed as a model of collective lessons to be given by the students in their several schools; but it is the enlargement which they are fonder of imitating than they are of vivifying the text of the written lesson itself. The six months' men will, in this manner, obtain a knowledge of the great divisions of the animal kingdom, and some more detailed acquaintance with the class Mammalia; and in physics will learn the general properties of bodies and laws of motion; the size, distance, and revolutions of the planets in the solar system; and somewhat of the modes in which they are ascertained. In English history they will acquire merely the power of giving their just chronological position to the most remarkable men and events down to the reign of Charles I.

There is no room for hasty criticism in the work of this class, except in the expression of a doubt, whether all the young men are in a condition to assimilate instruction in so condensed a form, and delivered so rapidly as that of the Principal of the normal school necessarily is, to get through something like a course; whether in fact, the quickness which he is compelled to use, does not sometimes, in spite of all his indefatigable vigilance, overstep a considerable proportion of his class, in like manner as the affectionate warmth of the Vice-Principal may sometimes omit them from challenge. These terms, however, I employ rather as suggestions which may usefully be made to those gentlemen, than as a definite criticism of labours which I believe to be unexcelled in efficiency, as measured by their results, under all the circumstances.

In the Appendix (D.) will be found the papers upon which I passed the senior class through an examination, with the assistance of the Principal in placing the answers according to their relative degrees of merit. The papers themselves, with tables of each student's relative position, will be found in the Council Office. The following statement exhibits a brief abstract of the results:—

ABSTRACT of the RELATIVE PLACES assigned to the Answers of 27 Students, forming the Senior Class, to the Examination Papers in the Appendix (D.)

Subjects of Examination.	Questions all answered with intelligence and correctness.	Questions all answered intelligently but not all correctly.	A Number of the Questions answered with intelligence and correctness.	Few of the Questions answered with intelligence or correctness.
I. English Grammar	7	11	5	4
II. Arithmetic . .	8	9	6	4
III. Geography . .	5	14	4	4
IV. Zoology . . .	9	10	5	2
V. Physics . . .	2	10	8	7
VI. English History .	3	8	9	7
	All three questions correctly.	Two first questions correctly.	First question correctly.	Without any knowledge of Geometry.
VII. Geometry . . .	1	1	3	22

The progress of this class in perspective drawing is very satisfactory; and the skill ultimately acquired is sufficient to enable a teacher disposed to pursue it at his leisure, to perfect himself in the use of eye and hand to the extent of delineating simple solid forms and of teaching the art of their delineation. For the results of the musical instruction in this, as in every other department of the Institution, I must beg permission to refer to the lucid statement contained in the letter of John Hullah, Esq., Professor of Vocal Music at King's College, whose prompt kindness in relieving me from the responsibility of this branch of the inspection, I cannot sufficiently acknowledge.—(*See* Appendix A.)

Model Boys' School.

The main object of a training institution like that of the British and Foreign School Society is, however, to make *teachers*. Its plan assumes that Christian men, with some special qualifications for the duties of instruction, will be glad to receive a brief professional education in the proper discharge of them. Incidentally, it offers the means which have now been described, of extending and improving the very imperfect qualifications of those who alone seek the office; but its main purpose, from the first, has always been to set before them a model of what they may accomplish in the collective instruction of large numbers of the children of the poor, and afford them such an insight into the rationale of the system, as should enable them at all events to imitate it efficiently, if not improve upon its arrangements, in the exercise of that amount of original thought which is requisite in adapting all general principles to particular circumstances. A brief notice of the model school, therefore, demands precedence of any outline of the instruction given in the art of teaching and governing in a school, for which the Principal of the normal school adopts the German name of "Pedagogy." It will be unnecessary, however, after the description which I have given in a former Report of

the usual scheme of duty in British schools, their organization, their methods, and the changes which are gradually taking place in them, to enter into a very elaborate account of the system pursued in this type of their most advanced condition. It will suffice to describe its principal features, as they exist under the practised hand, vigilant eye, cheerful mind, and habitual command possessed by Mr. Crossley, formerly one of Joseph Lancaster's own boys, and to refer for minuter details to a "Manual of the System of Primary Instruction, pursued in the Model Schools of the British and Foreign School Society," printed and published for that Society.

The plan already inserted shows the extent of the boys' school premises, which comprise all to the south and to the east of the central pile; being the large school-room, with the class-room on a level with its platform, and three class-rooms, with galleries, situated on the further side of the small southern yard. This school is always full; the number on the books being 760, besides candidates for admission. The average attendance is about 700 in summer and 650 in winter. None are admitted under six years of age, by which time they have already commenced learning to read. The attendance is good because the reputation of the school permits strict rules in this matter to be enforced. The doors are closed punctually; five minutes after school-time is marked as "late;" and none who come after the lapse of a quarter of an hour can join their several classes; but, with the few who do not come at all, are made the subject of an absentee notice sent to the parents, by some other boy who has to return home in the direction of their habitation. If irregularity be continued, after remonstrance with the parents, the boy is dismissed. There is no place for hats or caps, which are still slung; an arrangement which has its conveniences, where the number is so great and they have to cross the yards to effect some of their changes of class, though it is certainly not a neat one. The want of enlarged yards has already been noticed. The space which they enclose is surrounded by high walls, and in part also by sheds, for protection equally against sun and rain. The whole is paved with flag-stones, and in one part, where there is space, a circular swing has its never-ceasing round of play-time candidates. The children are not systematically trained in gymnastic exercises, but they are accustomed to regularity of step and to order in their changes of occupation. Considering the poverty of the surrounding neighbourhood, the children are very cleanly, though often not sufficiently well clad to be called neat. None are admitted under six years of age; and the average age at which they leave is perhaps 12, though some stay to 13 or 14 years of age. The fee is 2*d.* per week, but all beyond two from the same family are received without payment; and in consideration of certain small bequests, children of prisoners in the neigh-

bouring gaols are received free of all charge. The holidays are a month at Midsummer and a fortnight at Christmas. Corporal punishment is discarded to the fullest extent possible, and is never inflicted except on appeal to the superintendent, against whom all school offences are supposed to be committed, and whose fundamental maxim it is to have a clear current of appeal to himself through the several stages of delegated authority. The only other punishments used are, standing out on the platform, and occasionally keeping in after school hours; but the greatest reliance to check the risings of offence, is placed upon the impersonal notice of every observed violation of Scripture precept, and of its consequences, in the gallery lessons, for which purpose the superintendent hands a note of them, in a customary printed form, to the teachers in the several class-rooms. There is no system of rewards to any class of the children.

The present plan of the model school is thus described by the superintendent, in a recent report, and in the Society's Manual describing the normal school for young men:—

First in importance, and marking the commencement of every day, and indeed of every school-time, is the serious and reverential reading of Holy Scripture. The doors are never opened without the first lesson being given from the Scriptures; the Bible, the whole Bible, in the authorized version, being in the hands of all who can read in it. That number, I have pleasure in stating, amounts now to half the whole number of the pupils. The remainder read Scripture lessons suited to the relative knowledge of the learners.

The secular knowledge imparted, embraces spelling and reading, with etymological questioning, writing, arithmetic—slate and mental, grammar, geography, history, drawing in common chalk, crayon, and ink—linear, animal, architectural, and from models; and, finally, a course of natural philosophy and natural history. General information in the gallery is imparted under the head of object and moral lessons. The methods employed are the monitorial, and the collective or simultaneous, carried on in drafts and in galleries. Interrogation, analysis, and illustration accompany every lesson, and involve an amount of time equal to that employed in the mere reading.

The subjects of study, arranged so as to secure a wakeful attention, follow each other in a definite order through the day. Each day is complete in itself. The reading lessons, in the set of four daily lesson-books, and the gallery lessons, given from them, are so arranged in a tabular form that *each* boy shall read *every* lesson in due order. ***Each day has its lesson fixed***, so as to enable any monitor, or draft, or normal student, to know at a glance the appointed lesson, and to enable me to tell what lesson any boy has read, or what gallery lesson he has received, any day since his first entrance into the school. Mr. Lancaster's motto on his school-walls—'A place for everything, and everything in its place,' is scarcely more important in a school than—'A time for everything, and everything in its time.'"*

* Report of the Committee for 1845, p. 2.

Junior Department.

Intellectual.

Monitorial Branch:

1. Reading easy lessons in class, from Daily Lesson Books, Nos. 1 and 2.
2. Writing on slate and paper.
3. Arithmetic, written and mental.
4. First lessons in geography.
5. Interrogative exercises on words.

Simultaneous Branch:

Lessons on objects, in the gallery, with illustrations on the black board, daily.

Examples of Subjects:

Silk	Skins.
Flax.	Hemp.
Cotton.	Corn.
Paper	Glass.

(See Daily Lesson Books, Nos. 1 and 2.)

Moral and Religious.

Monitorial Branch:

Scripture lessons and questioning.

Simultaneous Branch:

Moral lessons in the gallery, daily.

Subjects:

Kindness to animals.
Speaking the truth.
Love to brothers and sisters.
Obedience to parents.
Goodness of God.

(See Daily Lesson Books, Nos. 1 and 2.)

In imparting these, the Scripture lessons are practically applied.

By the above arrangement it will be seen that the method of instruction adopted combines simultaneous teaching with that which is monitorial. It may not improperly be termed the *mixed* method. The monitorial mode is in the main retained, and the instruction imparted is chiefly analytical; but synthetical teaching is by no means neglected. Raised seats, similar to those which are commonly used in infant-schools, are provided, and used at stated periods for communicating to the children that particular kind of instruction which can best be imparted by the teacher himself, and which does not require their minute subdivision. Moral instruction or admonition, *founded on the particular lesson which has been read in the class*, during the morning, is by this means communicated to fifty or a hundred children at once with considerable effect. To facilitate the adoption of simultaneous and synthetical, in connexion with monitorial and analytical teaching, the books used in the schools contain lessons adapted to both methods.

Senior Department.

Intellectual.

Monitorial Branch:

1. Reading prose and poetry, with a rigid course of analysis, from Daily Lesson Book, No. 3.
2. Writing on slate and paper.
3. Written and mental arithmetic, with analysis.
4. Geography and general history.
5. English grammar.
6. Drawing, in its application to
   1. Maps and charts.
   2. Objects of natural history.
   3. Mechanics and machinery.
   4. Architecture.

   These are accompanied by practical explanations, and applied to the purposes of artisans.
7. Geometry, with demonstrations.
8. Natural philosophy, including elements of mechanics, and optics.

(See Daily Lesson Book, No. 4.)

Simultaneous Branch:

1. Singing, by notes and in parts.
2. Lessons in the gallery, illustrated by apparatus, models, and drawings.

Subjects:

Various kinds of machinery.
Specimens in natural history.
Grasses, roots, and flowers.
Manufactured articles.
Specimens of minerals and earths.

Moral and Religious.

Monitorial Branch:

Bible reading and questioning, including the repetition of portions committed to memory.

Simultaneous Branch:

Moral lessons in the gallery, daily.

Examples of Subjects:

Improvement of the mind.
Evils of infidelity.
On cleanliness.
On temperance.
Evils of pride.
Evils of self-conceit.
On temptation.
On injuring property.
On cruelty to animals.
On profane swearing.
On keeping the sabbath.
On slavery and war.

(See Daily Lesson Book, No. 3.)

Lessons are also occasionally given on industry, wages, and exchanges; also on health, and ventilation of dwellings.

In all the lessons, it is designed that Scriptural instruction should be brought practically to bear on the conscience; and that all duty should be enforced on the principles of the gospel, and from the word of God. The following are the books used :—

1. The Holy Scriptures, entire, in the authorized version.
2. Selections from the Scriptures, on sheets, and in a 12mo. volume.
3. The Daily Lesson Book, No. 1. This contains moral and intellectual instruction, in prose and verse, in words of one syllable only.
4. The Daily Lesson Book, No. 2., with hints for questions and moral lessons.
5. Sequel to Daily Lesson Book, No. 2; containing useful reading for the junior classes.
6. The Daily Lesson Book, No. 3. This comprises both prose and poetry, with lessons and analyses on an entirely new plan, intended to facilitate intellectual development and moral impression.
7. The Daily Lesson Book, No. 4. This consists of a systematic course of instruction in general and English history, also in natural history, mechanics, chemistry, animal physiology, and optics, with a series of notes and geographical questions.
8. Arithmetic.—The Intellectual Calculator, a complete Course of Written and Mental Arithmetic, by J. T. Crossley and William Martin.
9. Geography.—A School Geography, by James Cornwell.
10. English Grammar.—A New English Grammar, with very copious Exercises, and a Systematic View of the Formation and Derivation of Words, by Alex. Allen, Ph. D. and James Cornwell.
11. Geometry.—Bonnycastle's Mensuration and Euclid's Elements.
12. Drawing.—Francœur's Course of Linear Drawing,—prints, architectural plates, and models.
13. Principles of Teaching; or, the Normal School Manual, being practical suggestions on the government and instruction of children, by Henry Dunn.

The annual examination takes place in the month of June, a few days previously to the Midsummer vacation.

This examination, it is well known, has always a crowded attendance, and is graced by the presence of many distinguished patrons of the Society.

The elementary organization of this, as of every British School, is into drafts for monitorial instruction; those for reading being the most important, and the most used for subsidiary combinations. These reading drafts will be arranged in every school (according to the Society's manual) into eight classes, according to the progress of the children in reading in its daily lesson-books. These classes are :—

I. The alphabet.
II. Words of *two letters*; Lesson Book, No. 1, p. 10 to 13 inclusive.
III. Easy words; Lesson Book, No. 1, p. 14 to 27 inclusive.

IV. Words of one syllable; Lesson Book, No. 1, p. 28 to 45 inclusive.

V. Words of two syllables; Lesson Book, No. 2, p. 10 to 57 inclusive.

VI. Words of three syllables; Lesson Book, No. 2. p. 58 to 105 inclusive.

VII. Words of four syllables; Lesson Book, No. 3, and Scripture Selections.

VIII. Any kind of reading; Lesson Book, No. 4, and the Bible.

Owing, however, to the rule which excludes all children under six years of age, *the two first classes are entirely wanting in the model school,* which therefore presents an example, in this respect, of what the schools should be where there is a contiguous infant-school to give the younger ones a proper training for admission into it; but it is thus far defective as a model for the management of the greater number of schools which are not so supplemented, and are therefore under the necessity of admitting the "little ones."

"Some of the eight classes, particularly in large schools, will consist of several subdivisions or drafts. At each draft *definite* lessons should be taught. In the central school all the lessons of the lesson-books are divided into portions for a fortnight's reading, and every such portion is taught at different draft-stations; thus, all the lessons are taught within the fortnight to different drafts of boys. In smaller schools so many lessons cannot, of course, be proceeding at the same time; but the principle should everywhere be followed out of *dividing the lesson-books into such portions as can be taught in a given time, and having the same portion always taught at the same draft.* As the lessons should be thoroughly explained by interrogation, the amount for a fortnight should sometimes not exceed that laid down for a week in the lesson-books. Every Monday's lesson should, in that case, be taken on two Mondays; and every Tuesday's, on two Tuesdays. The Saturday's lesson in schools closed on that day is gone over on the other days, as opportunity offers.

"To illustrate by example, suppose the school to consist of about 150 boys, then the sixth class will probably contain about 20: the lessons for this class are from p. 58 to p. 105, Lesson Book No. II. The master on looking over these lessons will find that eight fortnights will be required to teach them; the 20 boys he would then divide into two drafts, and appoint one-half of the lessons to each draft, that is, four fortnights, or p. 58 to p. 82, to the first division of the sixth class, and p. 82 to p. 105 to the second division. If the school had less than 100 boys, the master would find it advisable to have only one draft in this class. The lessons of the eight fortnights would, in that case, be taught at this draft-station.

"A child entering the school quite unable to read should, at the

end of eight fortnights, enter the fourth class, having gone through the First Lesson Book; at the end of the next eight fortnights he should enter the fifth class, having gone through the half of the Second Book; at the end of the next eight fortnights, the seventh, having gone through all the Second Book; at the end of the next sixteen fortnights the eighth class, having gone through the Third Lesson Book. This division of the Lesson Books into *aliquot* portions of time is essential to the right working of the whole, or some drafts would be pushing up to the next station before those occupying it were ready to resign it to them. The same classification holds in slate-writing as in reading."* For arithmetic and other lessons there is a separate classification.

The seventh and eighth of the above classes are, in the model school, almost as numerous as the four beneath them, and form the senior department; the rest constitute the junior department. The former read in the Third and Fourth Lesson Books, the Bible, and the book of Scripture Selections made by the late William Allen: the latter, in the First and Second Lesson Books and the selections from Scripture embraced in the Society's cards. In the Appendix (E.) will be found a Table of the course of reading in each department.

On first assembling in the morning, all meet in the great school-room to sing and read a passage of Scripture. The juniors then proceed to slate-writing in the desks of this room, while the seniors file off to secular reading, in drafts, in the Class-room No. 1 (see Appendix E., I.), and to Scripture reading in the Class-rooms 2 and 3, also in drafts. After the lapse of half an hour the juniors go to reading the Scripture cards in drafts round the school-room, and the seniors, who are in the class-rooms 1, 2, and 3, into the galleries of the several rooms for simultaneous lessons on grammar, geography, or the elements of science contained in the Lesson Book No. 4, given by the three assistants of the superintendent, who have respectively a permanent charge of each,—one, a youth of about 17, of the Class-room No. 1; another, Mr. Crossley's adult assistant, of No. 2; and a clever boy of 14, of No. 3: all have been educated and trained by the superintendent himself in this school. After the lapse of another half hour, at a quarter-past 10 o'clock. the seniors and juniors change quarters; the former proceeding to arithmetic in drafts round the great school-room, and the latter to gallery lessons in the several class-rooms, given by the same assistants, on the text of the several Lesson Books 1, 2, and 3, in the two former of which they read (see Appendix E., II.) At 11 o'clock the seniors proceed to writing in their copy-books, and the juniors to reading in drafts in the Lesson Books Nos. 1 and 2, according to the scheme contained in the Appendix, (E., III.) At 12 o'clock all are dismissed after the

* Manual, pp. 11, 12.

senior monitors have read a Scripture lesson before the whole of the seniors in the large room.

At 2 o'clock in the afternoon, when the children re-assemble, the juniors go to spelling in drafts in the school-room, and the seniors to grammar and secular reading (see Appendix E., I.) in the three class-rooms respectively, also in drafts. After the lapse of three-quarters of an hour the juniors in the school-room proceed to slate-writing at the desks, and the seniors in the three class-rooms, respectively, to geography, grammar, and composition, in drafts. At half-past 3 o'clock the juniors in the school-room proceed to reading the Scripture cards at drafts, and the seniors in one class-room to secular reading in drafts, in another to singing, and in the third to a gallery lesson, given by a student, as the subject of criticism in the theatre in the conversational lectures on the art of instruction from 4 to 5 o'clock. At 4, or soon after, the whole school is employed at mental arithmetic and tables, and, after Bible reading, it is dismissed at 5 o'clock. At various periods of the day, drafts of the seniors are employed separately from the main division in drawing lessons and lessons of self-improvement, to make up for time employed as monitors. For these purposes, the front class-room, level with the platform of the school-room, and the space at the top-end of the school-room, having a blackened surface for chalk drawing, are chiefly used.

Thus the juniors occupy the great school-room during the whole of the day, except for an hour and three-quarters, during which they have secular reading lessons in the Lesson Books 1 and 2, in drafts, in the class-rooms, for an hour, and collective lessons on the text of the same books, and part of Lesson Book No. 3, in the galleries of the same rooms, for three-quarters of an hour; these two exercises, both introduced within the last eight years, forming, in the education of the juniors, the whole of the comparatively new elements of secular reading and collective instruction, superadded to the old plans of solely Scriptural reading and monitorial instruction which characterized the earlier Lancasterian schools, and which, with improvements of detail, are yet faithfully exemplified in the school-room instruction of these junior boys. This earlier course consisted simply of reading in Scripture cards, spelling, writing on slates, and learning tables of addition, multiplication, money, weights, and measures. To the seniors are even yet confined all the instruction in the elements of arithmetic, grammar, and geography, much more than in mental arithmetic, drawing, singing by note, and the elements of natural science. Although they are for the greater part of their time in class-rooms containing galleries, these galleries are not used for their simultaneous instruction, except for half an hour in the morning, and for the criticism gallery lesson, in one of the three, for half an hour in the afternoon, unless the singing be reckoned, which occupies the same half hour of the afternoon, in another of these class-rooms, No. 2. In effect the

model school, therefore, is still pre-eminently a monitorial one; and the system which it shows in operation is based on the efficiency of the monitorial classes; notwithstanding that the gallery has been added for occasional simultaneous lessons in moral conduct and useful information, designed to bring the mind of the teacher or assistant occasionally into more direct communication with the minds of the children.

Yet, further, it will be gathered from these details that this large school is virtually divided into four separate monitorial schools, the large lower one chiefly occupying the school-room, and the three higher the several class-rooms numbered 1, 2, and 3, each having its own gallery, and containing successively higher sections of the whole school community. The only time when these three sections of the senior department meet in the same room, is when they are engaged in exercises of writing and arithmetic; and their meeting is based rather on convenience of accommodation in the school-room in which they are carried on, than any demand for their general co-operation: this will at once be seen by reference to the following table of the occupations of these sections, beginning at the lower end of the school:—

Occupation of Time and Branches of Instruction.

I. *Juniors.*—Chiefly in the school-room.

A.M.

9 to 9¼.—All assemble in the school-room: singing and Bible-reading.
9¼ to 9¾.—Write on slates in the school-room.
9¾ to 10¼.—Read Scripture lesson boards in drafts in the school-room.
10¼ to 11. —Gallery lessons in class-rooms Nos. 1, 2, and 3, (see Appendix E., II.)
11 to 11¾.—Read Daily Lesson Books Nos. 1 and 2, in drafts, in the same class-rooms, (see Appendix E., III.)
12.—School dismissed.

P.M.

2 to 2¾.—Spell, in drafts, in the school-room: on Wednesdays learn the Ten Commandments.
2¾ to 3½.—Write on slates in the school-room.
3½ to 4¼.—Read Scripture lesson boards, in drafts, in school-room.
4¼ to 4¾.—Exercised on numbers in learning addition, subtraction, and multiplication tables.
4¾ to 5. —Bible-reading, and school dismissed.

II. *Seniors: Lower Division.*—Chiefly in class-room No. 1.

A.M.

9 to 9¼.—All assemble in the school-room: singing and Bible-reading.
9¼ to 9¾.—Read Daily Lesson Book No. 3, text and poetry, in drafts, (see Appendix E., I.)
9¾ to 10¼.—Gallery lesson.

A.M.
10¼ to 11. —Cipher, in drafts in the school-room.
11 to 11¾.—Write in copy-books in the school-room.
11¾ to 12. —Write on slates while a Scripture lesson is read from the ends of the desks by the monitors, and then dismissed.

P.M.
2 to 2¾.—Grammars for beginners, in drafts, (see Appendix E., IV.)
2¾ to 3½.—Cornwell's Geography, in drafts, (see Appendix E., IV.)
3½ to 4¼.—Read Daily Lesson Book No. 3, prose, in drafts.
4¼ to 5. —Simple tables, in drafts.

III. *Seniors: Middle Division.*—Chiefly in class-room No. 2.

A.M.
9 to 9¼.—All assemble in the school-room: singing and Bible-reading.
9¼ to 9¾.—Read Bible, in drafts.
9¾ to 10¼.—Gallery lesson.
10¼ to 11. —Cipher, in drafts, in the school-room.
11 to 11¾.—Write in copy-books in the school-room.
11¾ to 12. —Write on slates while a Scripture lesson is being read from the ends of the desks by the monitors, and then dismissed.

P.M.
2 to 2¾.—Cornwell's Geography, on Mondays, Wednesdays, and Fridays, in drafts, (see Appendix E., V.)
,, —Historical lessons in Daily Lesson Book No. 4, on Tuesdays and Thursdays, in drafts, (see Appendix E., V.)
2¾ to 3½.—Grammar, in drafts, (see Appendix E., V.)
3½ to 4. —Music-lesson, in drafts, Monday and Thursday.
,, —Practice in singing, Tuesday, Wednesday, and Friday.
4 to 5. —Miscellaneous subjects, in drafts of monitors, during summer, and Scripture reading.

IV. *Seniors: Upper Division.*—Chiefly in class-room No. 3.

A.M.
9 to 9¼.—All assemble in school-room: singing and Bible-reading.
9¼ to 9¾.—Read Bible, in drafts.
9¾ to 10¼.—Gallery lesson on science, from Daily Lesson Book No. 4.
10¼ to 11. —Cipher, in drafts, in the school-room.
11 to 11¾.—Write in copy-books in the school-room.
11¾ to 12. —Write on slates while a Scripture lesson is read from the ends of the desks by the monitors, and then dismissed.

P.M.
2 to 2¾.—Read Daily Lesson Book No. 4, in drafts.
,, —Scientific lessons, in drafts, (see Appendix VI.)
2¾ to 3½.—Composition, in drafts, (see Appendix VI.)
3½ to 4. —Critical gallery lesson.
4 to 5. —Tables of weights and measures.
,, —Ditto, in drafts.

Besides the instruction in arithmetic communicated in the class, there

are the sums required to be worked at home, according to the Table in the Appendix (E., VII.), each boy having his own copy of the Calculator.

Miscellaneous Classes, variously formed out of the Senior Department.

A.M.

9¼ to 9¾.—Elements of practical geometry, and linear drawing with chalk on black boards from copies representing botanical, animal, and architectural subjects, in the school-room; also map-drawing, in the front class-room.

11 to 11¼.—Model-drawing, in the front class-room.

P.M.

2 to 2¼.—Book-keeping, in the front class-room.

2¾ to 3½.—Drawing plans and designs, in the front class-room.

As in the constitution of the school classes, so in that of the machinery by which they are conducted, symmetry, as a working *model* of the system, is in some degree sacrificed to the more important end of having a great and busy *practising school* for the student teachers. To show the spirit of system which pervades this whole establishment, I have appended the working tables of the occupation of every draft throughout the school (Appendix E). This proves it to be no matter of undesigned deficiency that the school has no one distinct body of monitors, independent of student teachers, and markedly above the rest of the school. The student teachers themselves are permitted to occupy the moral position which such a corps of monitors would occupy in every good local school; while the monitors are merely intellectual agents for giving lessons, each in his specific branch, for which alone he is trained. Thus there are monitors' drafts for teaching grammar, geography, and the lessons on the rudiments of science contained in the Lesson Book No. 4, each comprising about ten boys, and all under the daily instruction of a student teacher, appointed to be monitors' teacher for the week. This teacher will be preparing such a class of monitors in their geography lessons in the class-room No. 2, from 9¼ to 9¾ A.M., while the rest are at their Bible reading; next, from 9¾ to 10¼, he would take a monitors' draft out of the class-room No. 1, and train them for their next grammar teaching; and again, from 2¾ to 3½ P.M., another monitors' section, instead of proceeding with the composition lessons in the class-room No. 3 to which they belong, will be trained during that time by the same teacher upon lessons in advance of what they may next have to convey. The reading drafts of the seniors in the morning are, however, officered by student teachers only; as are also their arithmetic classes for three-quarters of an hour, after the lapse of which the students, going to the other department, are superseded by monitors named from among the cleverest arithmeticians in the school, to revise the sums in arithmetic which

the different classes have been required to study over-night, working the class round upon them with the black board, and explaining the methods involved in working those which are announced for the next evening's lesson; all this occupying about a quarter of an hour. The monitorial drafts of the seniors, in all the other lessons, including even the writing, are doubly officered, with a student teacher and monitor to each, until the attention of all the students is summoned to the critical lesson at half-past 3, and the subsequent lecture, which withdraw them for the rest of the afternoon, and cause the school to be left wholly to the assistant teachers and monitors.

The senior department, as numerous as the junior, forms, it may be said, in some sort, one great monitors' class for the latter, for the exercises of which monitors are variously selected, for short terms, from the upper school; not necessarily from the most advanced boys, but from among those who have most aptitude to teach. The slate writing of the juniors is, however, under the best writers among their own number; the morning Scripture lessons on boards are chiefly wrought by the pupil teachers, whose labours reduce the functions of the several monitors to little more than those of a monitor of order; and in the secular reading drafts of the morning everything is left to the student teachers. Monitors from the upper school, nevertheless, are absolutely essential to the spelling, Scripture reading, and table-repeating exercises of the afternoon, when the student teachers are wholly occupied in the upper school.

Throughout, there is no want of every available mechanical appliance. I regret only that I had not the pleasure and advantage of witnessing the direct instruction of a class by the superintendent himself, the source of all this life and system, apparently almost self-acting. The ideal of the draft teaching, variously approached, is, however, that the instruction should be collective to a class kept constantly awake by individual challenging, and rendered intelligent by analytical and synthetical processes, without being involved in grammatical technicalities on the one hand, or in discursiveness on the other. The reading of the junior department on the Scripture cards is precisely of the same character, except that the student teachers are obviously sensible of the sacred character of the text, and tone their instruction accordingly. For the children themselves this part of the instruction is exceedingly good. The secular and Scripture reading in the senior department are precisely on the same system, and exhibit relatively the same features, with fully the usual proportion of boys who have a clear sequence of ideas upon the subject of the text before them. The children, in the superior age and capacities of the student teachers, have the advantage of interrogation by persons capable of giving some analogical illustrations and applications of the text, which is what the best monitors here, as in other schools, are, as a class, incapable

of doing. They lose, on the other hand, in the want of more permanent relations with the same mind; their teachers being constantly changed. The habit of too generally collecting the books from the boys immediately after their reading, and before the commencement of questioning (instead of permitting them to close their books, and yet retain them for reference, at the request of the teacher), is designed to compel the student teachers to proceed with the duty of questioning, from which they might in some instances be disposed to shrink, and therefore substitute for it a continuation of the reading. Its effect, however, is not favourable on the interrogative part of the exercise, of which the most important purpose is to vivify more fully the very words of the text, by eliciting in the most familiar terms the ideas conveyed by those which are not already familar to the children, and not merely to tell them something more about the subject-matter of the lesson. All in the top section of the senior department, with one or two exceptions, not only read correctly, marking the pauses, but also with an emphasis indicating a quick perception of the general meaning of the passage; but there is scarcely any finished, and occasionally a want even of careful reading. The spelling, however, is very good.

Reading in drafts, in the Scriptures and in secular lessons, with its attendant exercises, necessarily forms the main instrument of instruction—religious, moral, and intellectual—in schools on the principles of the British and Foreign Society; for, although galleries have been employed for simultaneous instruction since 1839, they have not been used in the ordinary work of the classes, as in schools expressly organized for simultaneous instruction. They have formed rather a dependent agency for conveying illustrative information on moral and useful subjects, for which the text assigned has been the lessons in the several reading-books on the various subjects mentioned in the official outline of instruction. The simultaneous lessons, however, are entirely separate exercises from the reading-lessons on the same text; being given previous to the secular reading-lessons for the day, and from a different part of the course from that which is about to be used in the reading drafts. Those to the seniors, every morning, are given by the assistant teacher, and the young pupil teachers; those to the juniors, by student teachers only. A gallery lesson which I saw given by the head assistant teacher, on the solar system, thoroughly riveted the minds of the children by its familiar, clear, and colloquial style, with which the boys thoroughly sympathized; and those conveyed by the two younger assistants shared in the same excellencies. The efforts of the student teachers, too, whom I found engaged in the simultaneous instruction of the three separate sections of the junior department (on the 18th of December, 1846), showed a modest, unaffected earnestness, combined with clearness and correctness in the information which they had to convey, which gave

the most gratifying assurance of their possessing the personal qualities most essential to the discharge of their future duties.

But the gallery instruction throughout appeared to me to be susceptible of a correcter aim and a higher finish. Simultaneous instruction has here been founded on monitorial instruction, and a gallery full of children, appears in the first instance to have been regarded merely as an enlarged draft, demanding only the same processes of instruction, though used by a more vigorous teacher than would suffice to work a small class. In regard to the minutiæ of collective instruction, this view is perfectly correct; as, for instance, in the large amount of unexpected individualization in the questioning which is requisite to keep the class or section fully and unintermittedly awake to the whole course of the lesson. But the logical purpose of collective lessons *may* vary very much, and the economy of a school demands that it *shall* vary very greatly with the size of the class, if the difference be so great as that which exists between a draft of 10 and a gallery of 100 children. The questioning in a reading draft follows properly the course of the text, from which it briefly diverges, both analytically and synthetically, as quickly to return to it; so that the whole passage, and the language in which its purpose is involved, may be intelligently stored with the previous acquirements of the children. But to produce any useful effect upon the minds of 100 children at once, within the space of the brief half hour during which their attention may be usefully retained, their direction to some one definite point of truth must form the thread of the whole discourse, flexible as it may be to the grapplings of their several capacities; and the progress to that truth must be an exercise of the whole in careful observation, truthful reasoning, and grateful adoration. It must be directed first to enlisting their attention, by interchanging with them ideas which involve some elementary facts that at least bear an analogy to those which are to form the subject of the lesson; next, it should lead them out from these known marks into the contemplated field of exercise; here they should be required, in a colloquial tone, to form, by analogy, from the simpler elements of the subject, already known or now communicated, little hypotheses, stretching towards the truth to be conveyed; by showing the absurdity of some of these, their minds should here be held in exciting suspense, to prove the weakness of such guesses, untested by the fruits of patient inquiry and observation; and if none of them can give the facts which mark the true hypothesis, they should then be carefully conveyed to them in the simplest and most definite language, questioned home into their minds, and then placed in due order among their limited stores by a recapitulatory interrogation, bringing them home again to the point from which they started. Through all these processes, a lively, earnest, and affectionate teacher, with a lesson properly prepared in regard to the principal points of *method*, as well as of *matter*, will conduct a

gallery of children with a unity and zest perfectly incomprehensible to the uninitiated. There is little wanting, perhaps, to the theory of collective instruction in this school, but there is, I think, a want of more endeavour *practically* to keep before the eyes of the students a clear distinction, in the working of the school, between the reading, spelling, and questioning—lessons chiefly in language—which are the proper work of the drafts, and the lessons chiefly in reasoning, and the exercises of revision, for which a gallery is principally useful in a British school, where the technical instruction is principally conveyed in monitorial drafts.

The gallery class-rooms have nearly a diamond shape, and the galleries rise very rapidly up one of the acute angles; an arrangement which gives, under the circumstances, a fair control to the teacher (keeping, as he does, at a proper distance from the base, at a little table or press, with black board for diagrams, &c., behind it), though it is not one for general imitation. All the seats are without backs, but the gallery in the central of the three rooms has narrow desks in front of the seats, with slates let into them, for the boys to take notes during the delivery of a lecture; an arrangement which, however, allows the whole of each range to copy, by a well-known telegraphic process, those of any one clever boy who happens to be seated in it.

With regard to the spelling, slate-writing, and instruction in addition, subtraction, and multiplication tables, which, with the reading exercises and simultaneous lessons, form the whole course of the junior department, it needs only to be noted that, like all the other work of monitorial classes, they are carried out with exemplary system, care, and industry; but the exercises of the senior department demand some further description.

They are all the work of monitorial drafts, except the one daily simultaneous lesson to each of its three sections already noticed; and for their pursuit each of these sections forms a separate monitorial school in the several class-rooms during the whole of each afternoon under the general superintendence of a student teacher, joined with a monitor of order, in like manner as a student teacher is joined with each monitor of instruction in the several drafts. Throughout the school every draft has its assigned portion of the text-book used in each branch of instruction, and in their course through the school every child must learn, and every student teach each portion. For writing and arithmetic, however, with Scripture reading, the three sections are thrown together for an hour and a half every morning in the school-room; the arithmetic partly taught by student teachers, and partly by monitors, as already described, in drafts, each having its appointed task from numeration up to decimal fractions. For three-quarters of an hour these drafts proceed with an active intelligence, which leaves little room for criticism, except upon the loss of lessons by a few boys, in consequence of the rule which requires them to find their own slate

pencils. Each class has its black board, upon which the exercises are "worked round," if the class be first learning the rule in hand; if not, the boys take places in the class in the rotation in which they first do each sum correctly. Nothing can exceed the clearness and industry with which every element embraced in the art of arithmetic, and its application to sensible objects and familiar uses, is conveyed; but it is no part of the existing system of instruction to give to the boys a contemporaneous grounding in the principles of arithmetic, on which each process of the art is founded. The lower portion of this senior department, while learning the four simple rules, and their application to money, are learning the tables of weights and measures, the knowledge of which they will at once fix by its application in the reduction drafts in the middle of this department. So also while proceeding with the higher rules, they are learning the extended multiplication table to 20 times 20, with constant reference to money; also an extended money table up to 5000 pence, and tables of squares and cubes of numbers up to 100, with the rules of mental arithmetic contained in "Crossley's Calculator;" all carefully explained as rules of art, and ingrained by vigilant and encouraging exercise. The capacity of rapid, indeed instantaneous, calculation acquired by the quicker boys, within the scope of these tables and rules, was far beyond my ability to follow. And, indeed, their teacher candidly told me, that he was able himself to say "right" so promptly as he did, when the right answer had been made, only from perfect acquaintance with the capacities and characters of the children, and a quick observation of their manner of answering; a discernment which repeated tests, by requiring them to show the processes by which they attained each result, showed to be quite correct. The exercises in written arithmetic by a class of 37 top boys, including these very quick answerers, did not, however, show that superiority over the local schools which I had anticipated; for although 22 of these boys, including all the quick answerers in mental arithmetic, had a clear command, apparently, of every rule in the "Calculator," the rest were unclear and irregular in the use of comparatively simple ones.

For writing, also occupying three-quarters of an hour, there is a monitor and an ink-bearer to each bench. The desks are 9 inches broad, but Mr. Crossley recommends that they should have a width of 12 inches, which has been given to some, newly added to the original set, and is a manifest improvement. The boys appear to have acquired in the junior department an elementary knowledge of writing, though not, perhaps, such neat habits of execution as they might have attained, owing to the regulation which requires each boy to find his own pencil, and causes the employment of the fingers in any and every possible way to hold the various-sized scraps which they use. In the senior department, therefore, they proceed at once to write from engraved copies of whole words in

large text, gradually intermingled with copies in the smaller hands. By means of careful teaching, and a constant emulation, a steady and satisfactory progress is maintained throughout, and the writing of the 50 top boys is the best that I have anywhere seen.

The instruction in geography, with the exception of a gallery lesson to one-third of the senior department in the morning of each day, is all the work of monitorial classes, constituted and officered like those for reading and arithmetic, and conducted with the like activity. Its only defect appeared to be in commencing the instruction, with endeavours, very industriously illustrated, to engrave in the minds of the children an abstract conception of the earth's form and suspension in space, and its largest physical divisions. This was but imperfectly accomplished; and yet, when the geography of a small portion of the earth's surface was taken up, it appeared to be assumed that the introductory explanation had sufficiently awakened the minds of the children to the nature and uses of a map. Consequently, for want of a consistent expansion of the mind from conceptions of the space and objects immediately around, to the wider space and more distant objects of a whole region, the boys were rather too much inclined, in the use of the maps, to attach the names and ideas merely to the spots of a given colour on the surface before them, without a clear conception of the geographical relations of the several districts delineated, to each other or to the home country; and I was yet further surprised to find that even the most accurate drawing of maps with chalk or the pen, did not necessarily obviate this defect. The use of Hogarth's "Outlines," carefully distributed in sections among the drafts, is now superseded by that of Mr. Cornwell's excellent "Manual," similarly distributed; and the result will undoubtedly be an acquaintance with geography, whether mathematical, physical, or political, far less fragmentary than that which I found even the highest section to possess before its introduction.

In grammar, the instruction is also in monitorial drafts, and chiefly by the agency of the student teachers. In the lower section of the senior department, it is from the text of the "Grammar for Beginners," parcelled out to the different stations, two out of eight of the drafts at which are occupied in learning the Anglo-Saxon roots in Allen and Cornwell's larger "School Grammar." This latter alone is used in the grammatical exercises of the two higher sections; in some of the drafts of which the boys were very usefully employed in writing down as well as repeating the roots and derivatives to be learned. Still, a systematic revision, by a master, of all this detached monitorial instruction, would give it a coherence in the minds of the children, more worthy of the large amount of intelligent labour bestowed upon the detached portions in the several drafts.

Besides such acquaintance with the outlines of ancient and

modern history, and especially of that of England, as may be obtained by reading in the Lesson Book, No. 4, I found it endeavoured in one of the class-rooms to convey instruction from the same text orally, not by an adult teacher to the whole section simultaneously, but by the monitor of each draft to the ten or twelve members of his draft. Himself only provided with a book, he would read a sentence to the draft, and then with great activity, question the boys upon what he had just read; but as this questioning necessarily consisted only of various inversions of the sentence, unaccompanied by illustrative matter, and unwrought into a consecutive whole, it was far inferior in efficiency to a reading lesson properly wrought upon the same text, in which at all events two senses would be employed, and greater accuracy, and concentration of attention be ensured, than seemed to attend this exercise.

A selection of children out of the senior department, to the number of about one-third, receives instruction in singing by note for half an hour in the afternoons of Monday and Thursday, and enjoys the advantage of practice during the same half-hour on Tuesdays, Wednesdays, and Fridays. This class is conducted by the principal assistant teacher, who was a member of Mr. Hullah's classes at Exeter Hall in 1841, and uses not only the series of lessons prepared by Mr. Hullah, but also "Hickson's First Lessons in Singing," for the additional variety of cheerful airs which they supply. For the progress making by this class, I must beg to refer to Mr. Hullah's letter in the Appendix (A).

The various drawing classes, with one for learning the elements of mathematics, are, like the singing class, variously formed out of the boys in the senior department, as vacancies occur in them. Their attendance in these classes withdraws them from the exercises in which they would otherwise be engaged at the same days and hours. The classes are under the general superintendence of Mr. H. Pickton, who has the choicest boys for his monitors. The entrance to all the rest is through the chalk drawing class, employed on surfaces of blackened wood, at the top of the school-room, every morning from nine to a quarter-past 10 o'clock. The children begin by drawing straight lines, curves, and geometrical figures, and proceed to imitate architectural, mechanical, and zoological engravings, or rather sketches from them, made for their imitation by the monitors. The principal drawing classes, however, are those which occupy, at successive hours, the class-room level with the platform of the school, in the front of the building, hence called the drawing class-room, and into which boys are drafted from the chalk drawing as there is room for them. These are *severally* for drawing from models, drawing from copies of objects in natural history or mechanics, or drawing from maps, but they do not form a series, in which the boys are transferred from one to another. There are about 80 boys in one or other of

them. The room is first occupied for three-quarters of an hour after the meeting of the school, at 9 A.M., by a class of about 30, for model drawing from Williams's objects, taken in the course dictated by his manual, under the direction of Mr. Pickton. During the next half hour it is not deemed advisable to withdraw any from the gallery lessons; but from a quarter-past 10 to 11 A.M. the room is occupied by a class of about 30 employed in making pen-and-ink copies of birds and animals delineated in the natural history cards of the Christian Knowledge Society; and during the same time, on Mondays, Wednesdays, and Fridays, by a class of nearly the same number, sketching in crayons from the like originals; both being under monitors, with occasional superintendence by Mr. Pickton, and both comprising respectively a few of those who attend in the class of drawing from models. These classes are not thought to be of nearly the same value as that for model drawing; but still are regarded as having their uses, in giving nicety of perception and touch, and even awakening a closer observation of nature. The exquisite finish of some of the pen-and-ink drawings is very remarkable, not only in the copies made in these classes, but also in one for map drawing, from copies, held in higher esteem altogether, and occupying the room from a quarter-past 11 to 12 o'clock each morning. At 2 o'clock in the afternoon, again, the same room is occupied by a class, partly culled out of the preceding, for mechanical and architectural drawing from copies, in a more finished manner, numbering only 15, on account of the space required for the large boards upon which they have to work. This is the only drawing class in the operations of which mathematical instruments are allowed; and it pursues its labours for an hour and a half, because it is not worth while to get out all the materials required for a shorter time. The precision and vigour of some of the mechanical drawings made by these urchins is remarkable. During summer two other classes, similarly constituted, occupy this room successively, after the mechanical drawing class. These are, one for book-keeping, about 30 in number, and another for the elements of mathematics, about 25 in number, using "Lardner's Euclid" and "Bridge's Algebra." A preference of admission into the former is given to those who lost their writing exercise from 11 to 12 o'clock in the morning, by being then employed in map drawing. All the drawing classes admit, I think, of being put on a firmer footing and more consistent course, though the benefits would be less obvious to unskilled observation, for there would be far less to show for the labour bestowed.

As for the industrial education of the boys, it is quite beyond the scope of the Institution, and the wishes of the parents, who are early wanting their children for the various trades and multifarious occupations, in learning to perform their part in which they will also be earning their bread. The registers of attendance are

well kept; but those of progress are not a model of accuracy, owing to the variety of hands among the student teachers to whom, for the sake of practice, their keeping has successively to be intrusted.

It is quite obvious that, as a practising school of monitorial teaching and a model of order and discipline, this school can scarcely ever have a rival; and that, with these foundations secured, it presents a firm basis for the continued adoption of any improvements which additional means and experience may introduce into the collective instruction of numbers. Although its excellence as a training school may sometimes detract from its value as a model for exact imitation in ordinary circumstances, yet this deficiency is sedulously provided against, in the special instruction in the art of teaching and governing in a school. To one point, however, I would call express attention, and that is to the fact of the moral position of the monitors being practically engrossed by the shifting body of student teachers, who pursue a steady course through the whole school, according to their seniority in the Institution; a course revised weekly by the superintendent. It seems at first sight advisable, and even essential, that the student teachers should, and even that they must necessarily, hold this position in it. I would venture to suggest, however, whether most important advantages would not arise to both students and children, from the monitors in this, as in any good local school, having their own clear and definite moral position, as a permanent staff, under sufficient encouragement and guidance to give them a sense of the responsibilities of their situation, and maintained in a position of permanent relationship with the children on the one hand and the students on the other, which would supply in some degree the existing want of steady relationship between those two classes, resulting from the incessant change of the latter from draft to draft, and the fleeting nature of their connexion with the school altogether. This perpetual change is not favourable to the coherence of the children's acquirements; nor, when they come to be monitors, even to the general tone of their character; for they must frequently see adult teachers in the same drafts less expert than themselves in communicating the little information which they actually possess, and thereby be tempted to indulge in a dangerous comparison, in which the superior moral gifts of their seniors form no element. Any betrayal of conceit arising from this source must, on the other hand, be injurious, as lowering the school's example of moral government to the student, however perfect its mere mechanism, which then appears to be the most important element of its organization, when it ought to be only its comely exterior. The far greater injury arising to the child, from his entertainment of such a feeling, is rendered the more imminent by the want of that more perfect consistency and equal care which his being regarded as one of the principal moral as

well as intellectual instruments of the school, would soon demand in the whole course of his supplemental instruction. A very great effort therefore, should, I think, be made to give the monitorial agencies of the school a collective force, which would render them a distinct moral element, under the efficient guidance of its able superintendent; give yet greater coherence to the instruction which the boys have themselves received; make them keenly sensible of its *positive* littleness as well as of its *comparative* superiority; and, by improving the existing sense of their responsibilities, rendering them, under God's blessing, the medium of more good and fewer evil impressions upon those placed under their care, at the same time that their skill as teachers would offer a still better tacit lesson than even now it does to the more backward of the student teachers. With this agency, and that of a few more *pupil teachers*, the superintendent would be able to give to the model school far more of that moral wholeness, which is the greatest beauty of such institutions; and to this end more of intercourse with the parents might possibly be maintained, and likewise a useful reflex influence be secured, by rallying around the school the youths brought up in it, and living within moderate distance, by an augmented library, occasional lectures, and perhaps even some form of mutual improvement and provident societies, to which the monitors should have access, as the privilege of their order. Under such arrangements there would be amongst the children a gradual deepening of the sense that, when in school, they are under a kind and just parental regard, not less solicitous about the spirit of their actions than their outward conformity to rules of order and discipline; at the same time that elevating the order of monitors, as such, would draw in its train a number of minor improvements, which would render the school nearly as perfect a working model as it is a theatre of practice.

Art of Teaching and Governing in a School.

"The *theory* of teaching and governing," states the Principal of the normal school, "is given in a series of lectures on pedagogy, which are delivered every day in the theatre of the institution, the course running through three months. Of these lectures the students are required to make abstracts. Among these, is a series on mental philosophy; it being deemed of importance, that those who have to influence mind, through the agency of mind, should know something of its operations. Through these lectures the *science of education* is generally understood.

"But education is an *art* as well as a science, and, as in every other art, perfection is to be obtained only by practice. This practice is secured by the attendance of *all the students in the model school* for four hours and a half during each day. They pass, step by step, through all the parts of the school, commencing with the lowest draft of boys, and ending with the charge of the whole.

During this time, they are always under observation; and when any one manifests a want of skill in teaching or government, he is requested to leave the draft, his error is privately pointed out to him, and such directions are given as are considered proper to obviate it. Should the error be of a kind likely to characterize more than the individual, it is noted down and made the subject of observation to all the students when together in the theatre.

"The second method of improving the practice is, to assemble all the students in one of the gallery class-rooms, and then to require one of them, who has been previously appointed and furnished with a subject, to give a collective lesson to about a hundred boys. Every one is then engaged in noting down what he considers the defects or merits of the lesson, embracing points of grammar, manner, knowledge, government, &c. At the conclusion of the lesson, all the teachers adjourn to the theatre of the institution, and in turns give their opinions of the lesson. When all have finished, observations are made by myself, first on the criticisms of the observers, and then on the general points of excellence or defect which have characterized the lesson.

"The third mode of improving the practice is by means of lessons given by the students in turn to all the rest. The chief difference between this method and the last is, that errors are checked as they arise. There is no noting down deficiencies; but as soon as one is observed, the teacher is stopped, the defect pointed out, and he is at once required to rectify it. Before boys, this method would be obviously improper, as the moral influence of the teachers would be destroyed by it. But, among themselves, it is found to work very amicably. Indeed, it has been gratifying to me to witness the good temper with which the criticisms have been all but universally given and received. On the entrance of some students, the observations have been rather intended to show the acuteness of the speaker than to benefit the teacher who has given the lesson. But this has soon righted itself, and almost always without the necessity of intervention on my part."

The following is a list of the Conversational Readings to the whole of the students on the art of teaching and governing in a school, which form the quarter's course; five being delivered on five several days in each of twelve weeks, three by the Principal, and two by the Vice-Principal. The first 36 form the course given by the Principal, and the remaining 24, that by the Vice-Principal. At the commencement of each quarter these courses are begun again.

1. On the objects which a teacher should have in view in adoptin his profession.
2. On the circumstances which make a teacher happy in a school.
3. On some of the essential moral qualifications of a teacher.
4. On the essential intellectual qualifications of a teacher.
5. On the establishment of authority.

6. On gaining ascendency over the minds of children.
7. On combination and arrangement.
8. On routines of instruction and formation of plans.
9. On the monitorial system—its use and abuse.
10. On the selection of monitors.
11. On the training of monitors.
12. On the collective or simultaneous system.
13. On the art of teaching the elements of reading to very young children.
14. Illustrations of the mode of using the First Lesson Book.
15. On various methods of teaching spelling.
16. On the mode of using the Second Lesson Book.
17. On object-lessons for young children.
18. On the interrogative system, with illustrations.
19. On analytical teaching generally, with illustrations from the Third Lesson Book.
20. On synthetical teaching;—illustrations from the Third Lesson Book.
21. On the art of reading with animation and expression.
22. On Scripture questioning, generally; on Scripture geography, and methods of teaching it.
23. On teaching writing.
24. On the use and nature of numbers.
25. On teaching arithmetic.
26. On the mode of using the Fourth Lesson Book.
27. On teaching geography.
28. On teaching grammar.
29. On teaching drawing.
30. On teaching vocal music.
31. On the philosophy of the human mind as applicable to education.
32. On attention and memory.
33. On association.
34. On conception.
35. On imagination.
36. On the principal writers on education.
37. On rewards and punishments.
38. On emulation.
39. On common errors relating to punishments, and on corporal punishments.
40. On moral and religious influence generally.
41. On the promotion of a love of truth, honesty, benevolence, and other virtues, among children.
42. On cleanliness and neatness, kindness to animals, and gentleness.
43. On promoting obedience to parents, respectful demeanour to elders, and general submission to authority.
44. On the private studies of a teacher.
45. On the course to be pursued in organizing a new school.
46. On keeping the various registers of attendance and progress.
47. On the ventilation of school-rooms and dwellings.
48. On school furniture generally.
49. On some of the circumstances which affect the condition of the labouring classes.

50. On the elements of political economy.
51. On machinery, and its results.
52. On cottage economy, and savings' banks.
53. On the duties of the teacher to the parents of the children, and to the Committee.
54. On the formation of museums and collections of apparatus, and the management of school libraries.
55. On keeping up a connexion with old scholars.
56. On the *order* in which a teacher should attempt to accomplish the various objects he has in view.
57. On school examinations generally.
58. On raising and filling a school, and on the circumstances which make a school popular.
59. On the various ways in which a teacher may co-operate with other benevolent efforts, such as temperance societies and Sabbath-schools.
60. Brief summary of the teacher's duties *in* school, *out of* school, and in relation to the children, their parents, the Committee, and to society at large.

The 4½ hours' daily practice of the students in the monitorial labours of the model school, with an occasional gallery lesson, has already been described; and several times a week the Principal casts a careful glance around their drafts, and makes notes of the defects observable in them, to form the subject of observations in the conversational lecture of the evening. If the students were staying, as they ought to stay, for two years, instead of six months, this amount of time spent in the model school would be in excess; and the actual amount of valuable time devoted to its labours, is a sacrifice which challenges a vigilant superintendence and an amount of ambulatory instruction which shall turn it to the best account. The practice in gallery teaching is necessarily unfrequent, where there are only three classes placed under it every morning; but over this, also, the same eye is extended at like intervals; and every afternoon, at half-past three o'clock, occurs the gallery lesson, by a student teacher, in the presence of the Principal or the Vice-Principal and the whole body of the students, expressly to form the subject of mutual criticism, and of a final critique by Mr. Cornwell, on adjourning to the theatre at 4. In the theatre, after taking the criticisms of the students on the lesson just delivered, which seem generally to be limited to the superficial defects of grammar, pronunciation, or want of order in the gallery, the Principal or Vice-Principal makes a far more searching exposure of its essential defects, which are carefully analyzed; and concludes, by throwing in the remarks required by his miscellaneous notes on the class and gallery teaching of the day. He then proceeds with the conversational lecture for the day, into each of which the student's limited period of residence compels him to throw a large amount of instruction, so tersely expressed, and yet so condensed, as to require all the earnestness of the young men at

once to seize and assimilate it. No one, however, can be present at one of these conversational lectures without being struck by the weightiness of the matter which it contains, and the aphoristic vigour with which it is endeavoured, not merely to lay it before, but to engrave it into the minds of the hearers.

The tenor of the course may be gathered from the results contemplated in the following set of queries, drawn up by the Principal, and contained in the Society's "Manual:"—

Questions to test a School.

The following questions have been drawn up for the use alike of Committees and teachers. They indicate the points to which a teacher should direct his attention, and the course a Committee should take in order to ascertain the condition of a school. The questions are supposed to be put to the teacher:—

Reading:

Do you *define* and *limit* the portion to be read? Is the portion assigned of such *moderate length* as to allow of its being read three or four times?

Do your monitors question readily on the lessons that have been read?

Have you the *specimens*, *models*, or *diagrams*, that are necessary to illustrate such lesson?

Do you rest satisfied if one boy is reading in the draft, or do you see that *every child is attentive* while one is reading? Do you also forbid the monitors approaching the boy who is reading, and require him always to stand where he has a view of the whole draft?

Do you pay attention to the *style* of reading, particularly with the elder boys?

Do you correct a bad style, by having very *familiar* sentences read?

By requiring the boys to *tell* you something, to write it down, and then to read it from *their own writing*?

Do you teach the *meanings* of words in connexion with the reading, as found *in sentences*, rather than with the *spelling* in which the arrangements must be arbitrary?

Do you point out on the map all the places occurring in the lesson read?

Do the boys exhibit seriousness of manner while reading the Bible?

Spelling:

Do you sometimes teach and test spelling by the *dictation* of sentences to be written?

Do the elder boys sometimes *copy* pieces of poetry and the exercises in grammar, with a view to improvement in spelling?

Do you have the more difficult words that occur in your collective lessons spelt?

Interrogation:

Do you, or your monitors, question on *every subject* taught?

Do you occasionally require *mutual* questioning on the part of the elder boys?

Does your questioning include the *three* different stages? 1. During reading the explanation of such words or allusions as are necessary

to *understanding* the lesson? 2. After the books are closed, with a view to *impressing* the *facts* of the lesson on the memory? 3. The explanation of the *etymologies* of words and the imparting such *incidental* information as is naturally associated with it?

Do you avoid indefinite questions, and such as by admitting of only "Yes!" or "No!" encourage guessing?

Writing:

Are the books kept clean, free from blots, and without the corners being turned down?*

Do you furnish the boys with good copies, avoiding those which have improper contractions?

Have you a black board on which you write in chalk a copy for the lower boys who are unable to write?

Arithmetic:

Do you teach arithmetic by the black board? Have you one in each draft?

Do you in teaching arithmetic commence with and constantly refer to *sensible objects?*

Are the numbers in your *lower* classes always those of *little value?*

Do you invariably insist on every number being *read* to ascertain whether its value is understood?

Do your monitors *question* at every step in the process of a sum? *e. g.* Why do you carry only one when you borrow ten?

Are the *terms* and *marks* explained? *e. g. What do £. s. d. mean?* Why is the rule called compound subtraction? What are these "marks" used for?

Do you connect the book knowledge of the more advanced boys with the objects around them? *e. g.* What is the quantity of timber in the trunk of a tree whose height and girth, both at the root and the part where it branches off, have been measured by themselves? The number of gallons the school water-butt will hold? The contents of a field, whose shape and sides they have ascertained?

Grammar:

Do you *explain* every definition, rule, &c., *before* allowing the boys to commit them to memory?

Do you make your boys understand that language determines grammar, and not grammar language? That the rules of grammar are only the recognised usages of language?

In explaining the etymologies of words are you extremely careful to give the right *quantities* and *terminations* of the roots?

Geography:

Do you teach the *physical* features of any district first?

Do you make the boys acquainted with their *own neighbourhood* and *country* before attending to more distant parts?

Have you a map of the neighbourhood in the school?

In commencing geography do you require the boys to make a map of

* The books may be kept smooth by tying them up between two pieces of board.

the play-ground, or some well-known part? Do you explain latitude and longitude by a reference to this map?

Do you require the boys occasionally to point towards the place under consideration? *e. g.* When Dublin has been pointed out on the map, do you say, *Now point to Dublin itself?*

Drawing:

Do you commence with *chalk* drawing on the black board?

Are your monitors so proficient as to be able to *sketch off* any object illustrative of their lesson?

Collective Teaching:

Do you abstain from teaching collectively those subjects which depend for their improvement on the amount of *individual practice*, as reading, spelling, &c.?

Do you test the *efficiency* of your collective teaching by *individual questions?*

Do you sometimes require the elder boys to make a written *abstract* of their lesson? Is this looked over with a view to the spelling among other things?

Do you make use of *ellipses?* the *number* varying inversely as the age of the child?

Are your collective lessons to the *whole* school especially devoted to subjects connected with *manners*, *morals*, and *religion?* Do those to the *younger* boys relate to the various familiar objects, utensils, and operations *about* them? Are those to the elder boys given *systematically? i. e.* Is each lesson part of a system of knowledge?

Is your collective teaching especially characterized by *simplicity* both of language and illustration, and by *animation?**

In using numbers do you make them intelligible by referring them to *known standards? e. g.* If you were stating that some trees are near 300 feet high, would you say that they were twice, three or four times, as the case may be, as high as some well-known object?

Monitors:

Do you devote an *hour a day* specially to the training of your monitors?

Is it your prime object in this training to give your monitors the *art of teaching*, and do you make the impartation of knowledge subservient to this?

Do you train every monitor in the *very lessons* he has to teach?

Is the mass of your school employed in some *quiet* exercise, as writing, while you are engaged with the monitors?

Have you a good general monitor to whom you can intrust the mass of the school during your training of the monitors?

Do you require the same monitor to teach the *same lesson* that he may be thoroughly competent to that lesson?

Have you a *double set* of monitors, that while one set is teaching the other is learning?

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* Many of the points suggested here are as important in connexion with other kinds of teaching as in collective; but as the evils of neglecting them would be increased in proportion to the number taught, it has been deemed advisable to throw them under this head.

Do you, from time to time, add to your monitors' class, to act as *auxiliaries*, in the absence of the regular monitors, such boys as you deem likely to be suited to the office?

Do you associate with the office of monitor as many *pleasing* circumstances as you can?

Do you pay them? Have they as such the use of the school library? Do you treat them with marked consideration? Do you occasionally accompany them in little excursions, to places in your neighbourhood distinguished in history, or for beautiful scenery, or to museums, gardens, &c.?

Do you impress on your monitors that they should correct no mistake till they have ascertained that none of the boys in their draft can? Do you exemplify this in your own teaching?

Discipline:

Is order the *habit* of your school?

Have you perfect *quietness* during writing?

Do you *drill* your boys occasionally, with a view to securing habits of prompt obedience?

Do you have the movements to and from the desks made in an orderly way? Do you generally have the tables *repeated* or sung simultaneously at this time? Do you sometimes have the movements made with perfect quietness, as a means of discipline? Are all the exercises conducted as *quietly* as is consistent with the full development of the powers of the children?

Do you have all those subjects which depend for their improvement upon *practice*, such as reading, spelling, &c., taught *individually*?

Is every exercise conducted *under observation*, that the boys may feel that any inattention or disorder is certain of detection?

*Have all the children at all times something to do, and a motive for doing it?**

Do you abstain from giving a second command till the *first* has been *obeyed*?

Do you abstain from *calling out*, except on quite necessary occasions?

In stopping or directing the whole school, do you give your commands so loud as to be heard by all, and *no louder*?

Are you *strict*, without being *severe*?

If you find the general discipline becoming at all lax, do you have those exercises which are most faulty, gone through as you wish them, *after* the regular *school hours*?

Habits of the School:

Is your room *clean*?

Do you have it well *swept*, and *dusted* every day?

Do you see all the school *furniture* put in its proper place, before you leave the school-room?

Is your room well *ventilated*?

Do the boys exhibit *subdued and gentle manners* in their intercourse with each other?

Are the boys generally *clean* in their *persons* and *dress*?

---

* Joseph Lancaster.

Do you carefully prevent *idling* about the school, or in or near the gates, &c., or in the play-ground?

Are your boys orderly and *respectful* to their superiors?

Do you discourage *tale-telling*, except in reference to very serious faults?

Do you keep your drafts of about a *uniform size*, not less than nine, nor more than twelve?

Do you take care that boys of the same class are of about the same *attainments*, and in a collective lesson of the same *mental capacity*?

Have you the *form* of the drafts distinctly *marked* on the floor, by cutting into it, painting it, or letting a wire into it?

Examinations:

Have you *stated periods* of *examination* in order to the removal of the competent to higher classes?

Do the children *know* these *periods*, that they may work with a view to them?

Are the intervals between these periods of such *moderate length in a child's estimation*, as to influence his exertions?

Have the parents any means of knowing when their children are advanced?

Have you an evening examination, at least once a year, for the parents and friends of the children?

General:

Do you require every *error* to be *corrected* by the boy *making it*, after it has been corrected by another?

Is every matter *explained before* it is committed to memory?

Do you keep up your connexion with the *old scholars*, by occasional meetings, or in any other way? Are they allowed the use of the school library?

Do your children *love* you? Have you a strong *sympathy* for children, and pleasure in their company?

Is your teaching *intellectual*? Do the children really *understand* what they are learning? Do you make every subject taught a means of *intellectual development*?

Do your children come to school *regularly* and in time?

Do you give time and attention to subjects according to their *relative importance*? e. g. Reading above everything, the history and circumstances of your own town or locality in preference to more distant parts?

Do you rather aim at giving the boys a *good* acquaintance with a *few* subjects, than a very superficial acquaintance with many?

Are your exercises generally characterized by *little repeating* and *much questioning*?

Do you keep a *register* of the *attendances* of the children, and of their school *payments*?

Do you rest satisfied if you obtain an *answer* to a question *from one*, or do you repeat and remodel the question till the matter is *understood by all*? Do you impress this maxim upon your monitors, *that all teaching is for the whole class*?

That the hearts of the student teachers are in their work, and

their minds on the utmost stretch to learn the duties of their prospective office, I received ample proof in the examination papers upon the art of instruction, containing seven leading questions, to which they gave their several written answers in my presence. One of these I must beg permission to insert, as embodying the general spirit of the whole; and half a dozen more are thrown into the Appendix (F), being those chiefly of the students longest in attendance, which will show that the earnestness, intelligence, and force of character which it betrays, are by no means peculiar to this one writer. Indeed, out of the total number of 27 students in the upper class, 16 answered these questions with discrimination, intelligence, and force; and the remaining 11 with intelligence, though without force or vigour of expression. The following is the Examination Paper on the Art of Teaching and Governing in a School, answered by Charles Drummond, 5th March, 1847 :—

1. How will a teacher best establish his authority in a school?

By being firm and decided; strict without being severe, never giving a second command till the first has been obeyed; never giving a command that he does not intend to have fulfilled; showing by his walk, conduct, and conversation, that he loves the children, and loves his work; that he has both their temporal and spiritual welfare at heart; by frequently visiting the parents, and gaining their good-will and co-operation, and now and then joining the children in their play, endeavouring at all times to promote their happiness; by showing strict impartiality; being to-day what he intends to be to-morrow, &c.

2. What will especially demand your vigilance in a collective lesson?

To see that *all* are being taught, to test the efficiency of your teaching, and the attention of the boys by individual questioning, numerous ellipses, &c., have the leading words of the lesson spelt and explained, the principal headings written on a black board, to be used by the monitors after the lesson is given, to teach with animation, &c.

3. How will you endeavour to have good monitors?

By frequent and efficient training, spending at least one hour each day in this work; instructing each in the particular lesson he has to give; by forming a class, and permitting one monitor to teach his lesson to the others, yourself standing by to correct errors, and asking him if such a statement would not have been better, had it been given in such a way; by asking the others how they would have given it; by encouraging questioning among themselves; by admitting to the class from time to time such boys as you think likely to make efficient monitors, training them for that office they appear best calculated to fill; by having a double set; by showing them that you can place implicit confidence in them, and rely upon their faithfully discharging their duties; by treating them with marked attention and kindness, accompanying them on little excursions, visits to gardens, menageries, &c.; by letting them have the free use of the library, if you have one; and, after they leave you, show to those that occupy their place that you still love and esteem them, by keeping up your connexion with them, inviting them to tea-parties, &c. &c.

4. State some of the uses of the monitorial system, and of the defects which may be indulged under it?

It is much more economical, and enables one master to take a much larger number of children than he otherwise possibly could. Children, *if properly trained*, are better adapted to teach than adults; for, having but just surmounted the difficulties themselves, they can more easily sympathise with those under their instruction; their language, the terms and explanations they make use of are more simple and better suited to the capacities of children; it is calculated to instil into their tender minds habits of order, integrity, self-government, &c., and to impress more deeply on their minds the instruction they receive. The defects and abuses to which it is liable are many, where the training is inefficient or seldom undertaken; where the school is given up almost, if not quite, entirely to their management, the master sitting at his desk, or walking about the school with his hands in his pockets, or engaged in some way that does not in the least concern his present duties. The monitors, as well as the boys at large, must *feel* that they are under the vigilant eye of a strict and impartial judge, but, at the same time, of one who is imbued with a spirit of love, or they will soon become petty tyrants; let, then, that mind be in you which was also in Christ Jesus, meek and lowly in heart, but who is no respecter of persons, &c.

5. How will you endeavour to get good reading in a school?

By paying strict attention to the tone of voice, inflection, &c., especially in the elder boys; by having familiar sentences read, and requiring the boys to write sentences and read them; also to read those of their own composing; by letting the portions to be read, be of such a length as will admit of their being read three or four times; by making them understand every subject they read, and seeing that they do so by rigid examination and questioning; indeed this will bear upon every subject taught, and should be adopted; by dividing your questioning in three divisions—one while reading, to explain and remove any difficulty, another to explain and give the roots, affixes, prefixes, &c. of words; third when the books are closed, for questioning, spelling, explanation, &c. &c. If the subject be too long, or require more elucidation than time will allow, tell them that you will give it more fully in a collective lesson; in the mean time provide yourself with diagrams, specimens, models, &c. Till your boys can read *well*, more attention should be paid to this branch of instruction than any other; no pains should be spared to secure a distinct, clear, and fluent delivery, &c. &c.

6. What will demand your especial attention in the arithmetic classes?

The explanation of terms such as £. *s. d.*, &c.; to have all numbers read; to know why you only carry 1 when you borrow 10 in subtraction; why called simple, why compound; in the junior classes to appeal to the senses by visible objects, as marbles, pebbles, ball, frame, &c.; to let the numbers used be of small value, and within the comprehension of those engaged. In the higher classes put into practice the principles taught by having the value of anything of their own producing, or with which they are acquainted, found, as the superficial content of a room, what it will cost painting, glazing, &c., and so on, for other objects; to have them well grounded in the tables; in mental arithmetic, to encourage quick and rapid questioning and answering, having the rules explained

in their own language; to let those who are capable of working sums home do so. Children, by a little practice, combined with the care and industry of the teacher, may soon be capable of answering questions so rapidly as to astonish individuals who are unacquainted with the principles upon which you work, &c.

7. How do you propose to minimize corporal punishment?

In addition to the remarks contained in the answer to the first question bearing on this important point, the following may be given:—By every method and means in your power, save one, expulsion, before you resort to this method. Keep the parties offending after the others are dismissed, reason with them, endeavour to show them the evil of their doings, what pain and unhappiness it causes, the baneful effect upon their companions, the welfare of the school, their friends, and the community at large; especially show them how displeasing such conduct is in the sight of a holy God; tell them that they have sinned against Him who has done so much for them; that His eye is always upon them, and press upon them to seek His forgiveness;—send for the parents, lay before them the fault committed, and its evil consequences, but by no means suffer either them or any other individual to punish a boy in the school; let corporal punishment be one of your last resources, if you find it necessary, which it may be sometimes; never resort to it when in anger; show that you feel it more as an offence against God, than against either yourself or the school; seldom or never punish a boy in the presence of the other children, and never at the instigation of parents, &c. &c.

In conclusion, ever feel that you are dealing with beings that will live for ever; that each child committed to your care has an immortal soul; let your school, under the blessing of God, prove a nursery for heaven; to you, in a great measure, is entrusted the happiness or misery in both worlds of all under your care; daily seek and hold communion with heaven, imbibe a spirit of prayer; watch constantly over your words and actions; seek for a blessing to attend and rest upon you, your labours, and your charge; endeavour to breathe the atmosphere of heaven while engaged in your arduous but delightful duties, and let the thought animate and cheer your spirit, that, should you be instrumental in saving one soul, you have done more than if you had secured a kingdom; do all to the glory of God, not with eye-service as men-pleasers, but in singleness of heart, knowing that of the Lord you shall receive the reward of your inheritance, for you serve the Lord Christ. Well may you exclaim, upon considering the amount of responsibility devolving upon you, "Who is sufficient for these things?" But you may add, "I can do all things through Christ that strengtheneth me;" &c. &c.

No additional evidence to the faithful and powerful character of the instruction in "pedagogy" is needed. Indeed, its qualities leave room only for one immediate suggestion, which applies rather to the model school, viz., that great additional advantage would be derived from *more of practical criticism and exemplar teaching in the drafts and gallery classes of the children themselves.* By this means the students would obtain a clear idea of the essential identity of a complete reading or grammar lesson given in a small draft with one given to a full gallery; while,

on the other hand, they would perceive yet more strongly the essential difference between either of these, and the object or moral lesson, for which the gallery offers so convenient an arrangement, and for which alone it is used under the present organization of British schools, which requires all the technical work to be performed in the monitorial drafts. They would, likewise, be enabled to put a truer value on the uses of the gallery in enabling them to revise and correct, and give consistency and clearness to, the instruction in each branch conveyed by the monitors in their several drafts. It certainly appeared to me that much the greater part of the time of the student teachers in the model school was passed without these advantages, which, conveyed by a judicious teacher, need in no way impair their moral power and authority—a result easily avoided by such a procedure as that indicated by the Principal, in the words already quoted, and by various other methods; —and yet these hours of practice in the model school are as precious as any, for it is here, only, that the students are practically dealing with the minds of children of every age, in every variety of combination; and here only is it their undistracted purpose to teach and to learn to teach. Their mutual questioning in the normal school classes, though in part very useful, as a course of criticised practice in the instruction of a monitors' class of the most advanced boys, yet being all addressed to adults, and by persons themselves learning the very lessons in hand, and therefore in a state of distraction as regards the methods of teaching them, affords no substitute for critical and exemplar teaching in the art of instruction in the model school. If, by improving the employment of the students' ample time in this department, only a very brief period daily can be added to that during which they are under the direct instruction of their gifted normal-school teachers, they will themselves most justly esteem it as a treasure found; and I am quite convinced that by such means new and important links may be established between the instruction in the normal-school classes, the principles enounced in the theatre, and the experiences of the model school.

School for Young Women.

Superintendent	Mrs. Mac Rae.

Normal School.

Teacher of the normal school . .	Miss Drew.
Second teacher	Miss Shepherd.

Model School.

Teacher of the model school . .	Miss Ping.

Household.

Housekeeper or matron . . .	Mrs. Robinson.

Normal School.

This department is divided, like the normal school for young men, into distinct sections, placed respectively under the first and second teachers of the normal school, and the teacher of the model school, but with this peculiarity, that the whole is conducted under the experienced eye of Mrs. Mac Rae, who even shares with the head teacher of the normal school the instruction of the young women in the art of teaching and governing in a school; in which, however, their principal course consists of the lectures delivered by the Principal and Vice-Principal of the normal school for young men, which they attend daily in the theatre of the Institution. The whole of the officers on this side of the house, as upon the other, have been introduced into the system at an early period of life in this very Institution; the superintendent herself having been a pupil of Joseph Lancaster's, appointed to her present office upwards of 20 years ago, and the educator to their profession of all the other persons employed. Under her management a vigilant regard has been kept upon the progress making in the other branch of the Institution; and her model school, with its own peculiar features, is fully equal to that for the boys.

All the disadvantages of too limited a period for training, experienced in the male department, are equally felt in this, with the further detriment of more frequent inroads into anything like collective teaching in the two classes into which it is divided, by new admissions taking place every month, while very few indeed stay for six months. The number of female teachers in training during the year ended May, 1846, was as follows:—

Admitted:—		Appointed:—	
In training at the commencement of the year	27	To schools at home	94
Since entered	115	To schools abroad	4
		Withdrawn	12
		Remain in training	32
	142		142

There were 35 young women students in the classes on the day of my general examination; and there is accommodation for 30 to lodge as well as board in the house, under the domestic superintendence (subject to the oversight of a sub-committee) of the housekeeper, a person of respectability, acting, in fact, as matron of the whole establishment, in the absence of the superintendent, who resides at some little distance. The others, generally about 10, though now only 5 in number, lodge in the neighbourhood in apartments provided for them by the housekeeper. Their employments with their teachers are, however, so incessant, that the teachers are, in effect, charged principally with the discipline of the establishment; and the young women take no part in the domestic labours of the household, to which all parties would be

equally unwilling, under present circumstances, to sacrifice any portion of the too limited period devoted to their training. It is the duty of the matron to direct and control all matters relating to the board and lodging of the young women of the female establishment. She is expected to provide the requisite food, to engage the domestic servants, and to secure at all times order, cleanliness, and punctuality in every part of the establishment. All accounts of disbursements are transmitted to the accountant for examination monthly.

The teacher of the normal school keeps a record of all persons entering or leaving the establishment, or attending any of the classes; presides with the matron at all meals; conducts family reading morning and evening; and is responsible for the adherence of every young person to all the regulations laid down for her guidance while in the institution.

Rules to be observed by the Female Teachers.

Rule 1.—The bell to be rung in the morning by 6 o'clock, but any teacher may be allowed to rise earlier.

Rule 2.—The teachers are required to come down into the class-room at 7 o'clock, but not to assemble in the dining-room before 8 o'clock.

Rule 3.—Every teacher is expected to be present at family worship.

Rule 4.—The teachers are particularly recommended to take daily exercise, but none can be allowed to walk out after dusk, unless on some urgent occasion, and by special permission of the matron.

Rule 5.—The teachers to retire to rest at 10 o'clock, and the matron to enter all the apartments at half-past 10, to see that the lights are extinguished.

Rule 6.—Neatness and order being especially needful for teachers of the young, it is requested that they cultivate orderly habits, that they be neat in their persons, and that their dress be in accordance with Christian simplicity.

Rule 7.—No ink to be taken into the dining-room, and 6*d.* to be paid for every spot of ink made in the class-room.

Rule 8.—Each teacher is requested to pay the value of any article broken or damaged.

Rule 9.—Great care to be taken to avoid wastefulness, and on all occasions to exercise economy.

Rule 10.—The teachers are strictly prohibited entering the kitchens, as the servants will supply them with anything that may be required.

Rule 11.—Each teacher is required to pay a halfpenny for each pair of shoes she may have cleaned.

Rule 12.—Cloaks, clogs, umbrellas, cords, wrappers, &c., to be taken charge of by the owners, and kept in a place appropriated for the purpose.

Rule 13.—The Sabbath to be observed with great quietness and decorum, and all visiting discountenanced on that day.

Rule 14.—Each individual is allowed to attend any place of worship she may prefer.

The course of instruction adopted in the normal or training school is intended to prepare the adult pupil *exclusively* for the office of teacher. Candidates are expected not only to become practically acquainted with all that is taught in the school, but also to give evidence of tact and ability in the management of children. Under special superintendence, they are therefore instructed in all the ordinary branches of education; in the art of teaching needlework; in the best method of training girls to household duties; and especially in those methods of communicating religious knowledge, which, under the blessing of God, are most likely not only to make the young acquainted with, and interested in, Holy Scripture, but to bring them practically under the influence of its sacred truths.

The mode of obtaining admission into the institution, and the conditions required, are, *mutatis mutandis*, the same as in the male department. The only regulations under this head which demand express notice, are, therefore, those which concern the persons eligible, and the times of admission, to which are appended the scheme of the normal school classes, and the time table, regulating attendance in them.

I.—*Persons Eligible.*

Subject to the general qualifications already enumerated, three classes of persons are eligible for admission.

Class A.—Young women desirous of becoming teachers, who wish to be introduced to a school by the Committee, but are unable to remain longer than six months.

Class B.—Teachers elected to schools, or already conducting them, but desirous of attending, for some limited period, any of the classes, with a view to farther improvement.

Class C.—Missionaries or other persons proceeding abroad, with a view to the promotion of education in foreign parts.

II.—*Times of Admission.*

Monthly, by correspondence with the Secretary, or by personal application to the Ladies' Committee, which meets at the house of the Society, in the Borough Road, on the first Friday in every month, at 11 o'clock in the forenoon.

Class A. are expected to board in the establishment. Reduced charge, six shillings a-week; the whole paid in advance.

Classes B. and C. may be admitted to board by special arrangement.

III.—*Table of Classes to be attended by the Teachers.*

Class I. *Readings in Prose and Poetry.*—The object proposed in this class is, first, to improve the pupils in the art of reading with animation and expression; and, secondly, to instruct them in the best method of questioning the children on the subjects contained in the Daily Lesson Books.

Class II. *Writing and Orthography.*—In this class the pupils are exercised in writing letters, notes, and short exercises on the art of teaching. The objects sought to be accomplished are the formation of

habits of correct orthography, and the attainment of perspicuity and accuracy in expression.

Class III. *Scriptural Interrogation.*—This class is conducted in the model school, every candidate being required to instruct and question a draft of children, on a given subject, under the inspection of their teacher, or the superintendent of the female school.

Class IV. *Practical Simultaneous Teaching.*—Every teacher is required to give in turn a simultaneous lesson, either on some object, or on one of the subjects connected with moral training, of which outlines are furnished in the Daily Lesson Books.

Class V. *Art of Teaching.*—The candidates in training, under the superintendence of their teacher, are conducted to the lecture-room of the Institution, to hear the lecture or conversational reading of the day, addressed to the assembled candidates of both sexes, and the subjects of which have already been enumerated.

Class VI.—*Arithmetic.*

Class VII. *Geography.*—In this class history is taught in connexion with geography, and illustrated by reference to maps and charts.

Class VIII. *Explanations of Natural Phenomena.*—To assist in the explanation of natural phenomena, and to enable females to give object lessons to children with accuracy and interest, an hour weekly is devoted to improvement in the simplest elements of natural philosophy.

Class IX. *Art of Needlework.*—An hour daily is devoted to instruction in the art of teaching needlework, generally, and to fixing the work for the use of the children in the school on the following days.

Class X. *Domestic Economy.*—This class is intended to promote in schools neatness, order, and household management, by preparing teachers to impart such instruction.

Class XI. *Scripture History and Sacred Geography.*—Saturday morning is devoted to Scriptural instruction, to sacred geography, and to acquiring a knowledge of the system of teaching, through conversational lectures given by the superintendent. The afternoon of the day to recreation.

On the Sabbath the pupils attend their respective places of worship, and are expected to spend the remaining part of the day in a suitable manner.

Examinations.—These are all private, and conducted either by the teacher of the female department, or by a sub-committee of ladies.

From nine to twelve daily the candidates are all engaged in practical teaching in the school, with the exception of a limited number, who, during that time, are examined in turn, respecting their progress.

IV.—*Time Table for the Occupation of Teachers.*

DAY.	A.M.	CLASS.
Monday.	7 to 8	Readings in prose and poetry, with practical interrogative exercises.
	8 to 9	Breakfast.
	9 to ½ p. 10	Practical monitorial teaching in the model school.
	½ p. 10 to 12	Needlework, and art of teaching it, in the model school, alternated weekly with lessons given by Mr. Saunders, in a class-room.

DAY.	P.M.	CLASS.
	12 to 2	Recreation and dinner.
	2 to 3	Scripture class and interrogation.
	3 to 4	Simultaneous lessons in the gallery class-room.
	4 to 5	Art of teaching in the theatre.
	5 to 6	Tea.
	6 to 7	Grammar.
	7 to 8	Mental arithmetic.
	A.M.	
Tuesday.	7 to 8	Writing and orthography, in preparing notes addressed to teacher.
	8 to 9	Breakfast.
	9 to ½ p. 10	Practical monitorial teaching.
	½ p. 10 to 12	Needlework, and art of teaching it, in the model school, alternated weekly with lessons given by Mr. Saunders, in a class-room.
	P.M.	
	12 to 2	Recreation and dinner.
	2 to 3	Scripture class and interrogation.
	3 to 4	Simultaneous lessons on objects, &c., in the gallery class-room.
	4 to 5	Art of teaching in the theatre.
	5 to 6	Tea.
	6 to 7	Geography.
	7 to 8	Art of needlework.
	A.M.	
Wednesday.	7 to 8	Readings, prose and poetry, with exercises.
	8 to 9	Breakfast.
	9 to ½ p. 10	Practical monitorial teaching.
	p. 10 to 12	Needlework, and art of teaching it, in the model school, alternated weekly with lessons given by Mr. Saunders, in a class-room.
	P.M.	
	12 to 2	Recreation and dinner.
	2 to 3	Scripture class and interrogation.
	3 to 4	Simultaneous lessons on objects, &c., in the gallery class-room.
	4 to 5	Art of teaching in the theatre.
	5 to 6	Tea.
	6 to 7	Geography.
	7 to 8	Written arithmetic with slates.
	A.M.	
Thursday.	7 to 8	Writing and orthography.
	8 to 9	Breakfast.
	9 to ½ p. 10	Practical monitorial teaching.
	½ p. 10 to 12	Needlework, and art of teaching it, in the model school, alternated weekly with lessons given by Mr. Saunders, in a class-room.

DAY.	P.M.	CLASS.
	12 to 2	Recreation and dinner.
	2 to 3	Scripture class and interrogation.
	3 to 4	Simultaneous lessons on objects, &c., in the gallery class-room.
	4 to 5	Art of teaching in the theatre.
	5 to 6	Tea.
	6 to 7	Domestic economy.
	7 to 8	Singing.
	A.M.	
Friday.	7 to 8	Readings, prose and poetry, with exercises.
	8 to 9	Breakfast.
	9 to ½ p. 10	Practical monitorial teaching.
	½ p. 10 to 12	Needlework, and art of teaching it, in the model school, alternated weekly with lessons given by Mr. Saunders, in a class-room.
	P.M.	
	12 to 2	Recreation and dinner.
	2 to 3	Scripture class and interrogation.
	3 to 4	Simultaneous lessons on objects, &c., in the gallery class-room.
	4 to 5	Art of teaching in the theatre.
	5 to 6	Tea.
	6 to 7	Geography.
	7 to 8	Arithmetic.
	A.M.	
Saturday.	7 to 8	Writing in copy-books and orthography.
	9 to 10	Scripture history and sacred geography.
	10 to 12	Special instruction in the British system of education under the Superintendent.
	12 to 1	Singing.
	Rest of the day	Recreation.

Nearly all the students are of the Class (A) above described. The testimonials to character, and to the possession of a fair "English education," admit the candidate to a period of probation; but the examinations being monthly, if it appears, at the end of the first month, that the student's efforts give little promise of her ever becoming an efficient teacher, she is advised to withdraw. In reporting upon local British schools, I have already described the early age (from 18 to 22) at which employment in this branch of teaching is chiefly sought by young women in the humbler of the middle classes, except in the case of the few (generally widows) who seek it at a more advanced period of life. The habits of the latter, are, on the whole, less ductile than those of the younger women, unless it be the very few who have previously been employed in private schools, in which they have acquired such inveterate habits of exclusively individual instruction, as to render it as laborious to get them to adopt collective methods, as it is to do all the work of education for those of much

inferior instruction, but free from prejudices, and with an ardent desire to learn as well as to teach. At their admission, they read fairly, but a number do not either write a good hand or spell well. Their arithmetic is generally limited to the first four rules, and the great majority are without any systematic knowledge either of grammar or geography; but they are usually expert needlewomen. They have likewise a great advantage in having enjoyed long practice in Sunday-school teaching, which, though it does little for grounding them in the art of instruction, is valuable as awakening them to a practical perception of the necessity for such an art, and of the failures which it is framed to avoid, no less than as a mental and moral discipline. In character and intelligence, they must be above the average of their class; and even in physical resources, not below it, for during their stay here they are enlisted in a course of occupation which would be too severe for a weakly frame. The course is, indeed, that of a very hard-working boarding-school, with the addition of a severe course of instruction in the art of teaching, and constant practice in it during the usual school hours of each day.

The organization of the normal school for young women is into a senior and junior class, precisely as in the normal school for young men; classes seeking the same ends, by analogous means, under the like difficulties.

The following is the course of study in the several classes during the quarter ended 31st March, 1847, as described by the teacher of the normal school:—

I. *Junior Class:*—

Geography.—Physical and mathematical geography generally; British Isles in detail.

Grammar.—Exercises in parts of speech with prose sentences for illustration.

Writing.—For the improvement of style.

Orthography.—Dictation exercises on slates: weekly exercises on paper.

Arithmetic.—Principles and practice of the simple rules.

Arithmetic, Mental.—Elementary rules from "Crossley's Calculator;" arithmetical tables.

Interrogation.—Exercises on subjects in "Daily Lesson Books" for improvement in teaching.

Scripture History and Geography.—Palestine; with interrogatory exercises on the Old and New Testaments.

II. *Senior Class:*—

Geography.—General principles; physical, mathematical, and political geography of Europe and America.

Grammar.—Parsing lessons in poetry with etymologies; written exercises in prose and poetry.

History of England.—General questions from the Conquest; Hanoverian sovereigns in detail.

Writing.—For improvement of style on paper and on black boards.

with chalk; exercises in writing, orthography, and composition, in weekly letters on stated subjects.

Arithmetic.—Principles and practice from simple rules to fractions.

Arithmetic, Mental.—Rules in "Crossley's Calculator;" general questions in fractional parts, &c.

Reading.—Prose and poetry.

Interrogation.—For improvement in the art of communicating exercises in geography, history, &c., from "Daily Lesson Books."

Needlework.—Cutting out and preparing with specimens for classification.

Scripture History and Geography.—Asia Minor; Paul's Travels; Asiatic churches; settlement of the Israelites in Palestine; tribes; government; captivities; interrogatory exercises on New Testament history.

Vocal Music.—Two lessons in the week, of an hour each (with occasional extra practice), are given by Miss Ping, teacher of the model school, on Wilhem's method, as taught by Mr. Hullah.

Latterly, the hour and a half of each morning formerly devoted to needlework by the whole of the student teachers as well as the children in the normal school, has been employed by the two classes of the former, in alternate weeks, in attendance upon a supplemental course of instruction conveyed by Mr. Saunders, the Vice-Principal of the normal school for young men, who has used the following scheme of study and rotation of lessons during the quarter ended 31st March, 1847.

I. *Junior Class:*—

Writing.—Improvement of hand and style only.

Arithmetic.—Principles of the earlier rules, simple and compound.

Orthography.—Lessons written from dictation, and corrected.

Geography.—General principles; physical geography of Europe.

Grammar.—Exercises in etymology.

Sacred Geography and History.—Outlines of the geography and history of Canaan.

II. *Senior Class:*—

Geography.—General principles, mathematical and physical; physical geography of Asia.

Arithmetic.—Principles from notation to practice, inclusive.

Natural History.—General arrangement of the animal kingdom; arrangement of roots of plants in vegetable kingdom in detail.

Grammar.—Parsing lessons from poetry; derivations from roots in Latin, Greek, and Anglo-Saxon; first rules of syntax.

History of England.—Roman and Saxon periods.

Use of the Globes.—Principles and problems to Problem xii. (Keith's).

Natural Philosophy.—Divisions and general principles.

Sacred Geography and History.—Geography and history of Canaan from earliest period to birth of Christ.

III. *Arrangement of the Lessons given to each Class in alternate weeks:—*

	Junior Class.	*Senior Class.*
Monday.	Writing. Arithmetic.	Geography. Arithmetic.
Tuesday.	Dictation and orthography. Geography.	Natural history. Grammar.
Wednesday.	Grammar. Writing.	English history. Use of the globes.
Thursday.	Sacred geography and history. Dictation and orthography.	Natural philosophy. Sacred geography and history.
Friday.	Arithmetic. Geography.	Geography. Grammar.

The junior class of the normal school, into which the female students are first introduced, consisted, at the time of my examination of it on the 25th of March, 1847, of 15 young persons, who had all entered the institution since the Christmas preceding, and of whom several had been in it only a few weeks. The young teacher by whom its studies are conducted, has been brought up in the model school, in which she was for some years a head monitor; and being still *very* young, the habits of her mind are yet, I think, rather those of a monitor than of a responsible teacher. She appeared to be exceedingly intelligent, but not read beyond the text; very active, but not quite accurate; of unfailing industry, but not always consecutive; ever questioning, but not sufficiently individualizing her questions; bent rather, though by interrogative means, upon simply throwing her own ideas before her auditors, than upon herself applying them to illumine at once the text and its subject, so that they should not again be dissociated in their minds. There is, indeed, a tendency in the minds of very young persons, brought up in a preponderance of teaching over learning, somewhat to luxuriate in the barren superiority found in a familiar acquaintance with a few grammatical definitions and rules of mental arithmetic, however unacquainted with the principles upon which either are based, or incapable of building up the mind of another to their appreciation. Possessed of good capacities, good dispositions, good temper, and perseverance, her youthfulness permits me the freedom of this criticism, at the same time that it is a disqualification for the task of first rallying to an unwonted and undistracted exertion the somewhat wandering thoughts and feelings of persons, her seniors, introduced suddenly into a new and wide field of grave yet active duty. The *mutual* questioning, which occupies a considerable proportion of the time, as in the junior class of the young men's school, is necessarily feebler than the teacher's, and, as in that school, it would, I think, be a great economy to seek most of the objects which it is proposed to attain by means of it, in a working superintendence of the students' methods and practice in the school classes, rather than by means at all detracting from the

force of the few hours' instruction devoted to their own improvement in the evening of each day. The Vice-Principal's teaching of this class, for an hour and a half of each day of alternate weeks, equally with Miss Drew's teaching of the senior class, is an admirable specimen of the method in which all their available hours might, I imagine, be improved.

Good progress was exhibited in the reading; all, except two, reading with ease and accuracy. Only two, however, were successful in parsing a dictated sentence, an effort at which, betrayed defective orthography in several. The two who were successful, proved also to have a good acquaintance with geography. A number of others have information on these subjects, but as yet unarranged. Four can write down numbers which involve ciphers, variously inserted, to express them; all but four can do simple subtraction; and the majority can work a sum in reduction. Two have a general knowledge of English history, and about half can tell the succession of English sovereigns since the Conquest.

The transition from the junior to the senior class is very remarkable. It is from those who, with two or three exceptions, are all stumbling and hesitating, to those who, with two or three exceptions, are earnestly enlisted in the cause of their own mental, and moral, and perhaps I might venture to say, spiritual advancement, with the express purpose of fitting themselves for the duties of their office; the trust involved in which is growing in their minds yet faster than their ability to discharge it. The exceptions are only of one or two cases of obstinate lassitude or distraction of mind, for no one free from such can be insensible to the earnest efforts of so fertile, perspicuous, unwearied, searching, and yet affectionate a teacher as Miss Drew. The grammatical instruction is here as clear and coherent, as below it is disconnected and uninteresting; the mental arithmetic is here as improving and enlarging a series of progressive exercises, as below it is merely a play of figures. The same characteristics are observable throughout the whole of this teacher's labours, and the growing consistency of character which she is at the same time developing, give her services a high claim upon the regard of the Committee. No ordinary appliance of method is wanting; and here again the only sense of regret that arises is to see too large a portion of the evening hours devoted to *mutual* instruction for the sake of *practice in teaching*. The virtual loss of time involved in this arrangement is most complete, when, as commonly happens with an unskilled questioner, only simultaneous answers are required; for the fancied simultaneity of response no more implies simultaneity of thought among adults than among children. In addressing each other, too, these young people are chiefly synthetical in their teaching, when in teaching in their schools they must be chiefly analytical if they are to be good teachers. A more exciting exercise is that of alternately mutual questions, in rapid succession; and it is one *which forms* a pleasant relief. But nothing can compete, in the

employment of these evening hours, with the instructions of the teacher herself, to the extent of her own endurance, although such an occasional exercise as the mutual interrogation in Scripture on Saturday morning, will, under her superintendence, be rendered exceedingly improving.

The progress is commensurate with the amount and character of the exertions made. All in this upper class read well, with one exception, and show a surprising improvement in neatness of writing, and in the clear and business-like manner in which they state a proposition in writing, and work a sum in arithmetic. Their orthography, too, is improving, though still in divers instances, faulty; writing from dictation is very industriously employed for the correction of this defect; and judicious lessons in the practice of composition, and in neatness of epistolary writing, are given in the criticism of letters, or of written exercises of memory, addressed to the teacher. Most of them have attained to a clear general view of etymology, and are proceeding with syntax; and two or three can parse a sentence throughout correctly; some likewise have learned a few Latin roots. The progress in written arithmetic is rapidly being rendered more equable by a judicious pairing of the more backward with those who can explain to them the difficulties which they encounter in their progress. One-half can work sums in the compound rules, and write down numbers involving any combination of figures; while four had advanced as far as proportion, and one, into fractions. All but one could do a sum in subtraction, involving every little difficulty, and about half knew the principles of notation involved in the working of it. One-half had become skilful in mental arithmetic, and the readiness with which intricate combinations were effected by three or four was very surprising. In geography only two or three clearly grasp the relations of the different parts of the globe to each other, and of the English dependencies with the mother country; but the most striking features of the physical, political, and industrial geography of England, had become familiar to most of them. Their knowledge of English history amounted to little more than a correct catalogue of the sovereigns. Half of them practise a little drawing from maps and copies, in spare hours, or rather minutes; and the whole learn the elements of vocal music by note from the teacher of the model school, who is a very superior vocalist. For Mr. Hullah's high opinion of her labours, and sense of the disadvantages under which they are carried on, I must refer to the Appendix (A.) Some of the marked progress witnessed in this class must undoubtedly be attributed to the morning instructions in alternate weeks of Mr. Saunders, who brings to their service all the resources which give so vigorous a life to his own section of the young men's school.

Model Girls' School.

The model girls' school, it will be seen by the accompanying plan, occupies a noble school-room, with two good class-rooms at the northern end of it, which are on a level with its platform, and form part of the left wing of the main edifice. Approached by a short covered passage is also a gallery class-room, somewhat resembling, in shape and arrangements, those of the boys' school, but lighter and neater. Indeed, all the apartments of this school are light, airy, and healthful; but it has no play-ground whatever. Among its conveniences is a proper cloak-room, and the neatness of the children's appearance corresponding with the general order and propriety of the establishment, gives to the whole a pleasing and prepossessing air which there is nothing whatever to dispel. The girls' like the boys' school is always full; having about 400 on its books and 360 in attendance, on the average; and like the boys' it is without the two lowest classes contemplated by its own books and system; no children being admitted under six years of age, and, out of the candidates for admission, after express reference has been had to the claims of poverty, those altogether most advanced in age are preferred. It is considered, that, in the midst of a town population, where the infant children are numerous enough to have their appropriate subscription nurseries, that a good infant school is the proper place for all under the ages admitted into this, in which the children must always be predominantly of an age demanding an entirely different treatment. This consideration is perfectly just, and it is only to be regretted that a good infant-school does not, on the strength of it, form part of the present establishment.

The school payments are the same as in the boys' school, and the reputation of the institution brings children to it from considerable distances, and renders easy the enforcement of a regular attendance, except during such severity of weather as was experienced just before Christmas last (1846). Kindly relations are kept up with some of the parents, especially such as are found to be the very poorest. There are no corporal punishments whatever, and the Superintendent, who has had experience in the rudest parts of England, never found either the necessity or the wisdom of any in a girls' school, being always able by patience and Christian principle, to create around her a public opinion among the children themselves which proved a much more efficient instrument. Tickets redeemable in clothing, books, &c., as the children shall prefer at the end of the year, are, however, given to the monitors in the nature of payment, and to others in the nature of rewards. On the other hand, detention beyond the usual time is sometimes employed, and the most grievous punishment is to restrain a child from any occupation whatever during this detention, even from that of learning a task.

"The lessons," states the superintendent, "consist of sacred geography, in connexion with the Scriptures, English history, modern geography, grammar, and natural history. Reading, spelling, writing, arithmetic, and needlework are taught, as heretofore, through the agency of the monitors. As many of the girls pass from the school into service, and have few, and, in many cases, no opportunities, at home of becoming fitted for the duties they are about to engage in, another prominent point has been, attention to the arrangement of needlework, the art of cutting out, domestic economy, and the duties of servants. Many who have left, are now filling situations with credit to themselves, and satisfaction to those in whose service they are engaged; and are also usefully and extensively employed in imparting instruction to the young in Sabbath-schools. In our intercourse with the parents, we generally find them earnestly solicitous for the education of their children; and at the annual examination specially appointed for them, they evince the deepest interest, and express, on leaving, their warmest thanks. I believe I may add, that many cherish heart-felt gratitude, for the benefits afforded them by the institution; and though, in some cases, we are not entirely exempt from discouragements, yet, upon the whole, through the blessing of God, I think we have much cause for thankfulness."*

The general scheme of instruction, and the books used, are the same as in the boys' school, and an annual public examination is a very pleasurable little fête under the best patronage. The following table shows the ordinary course of the classes, in which it will be seen that the freshest hours of the morning and the afternoon are appropriated to the exercises demanding the greatest exertion of the mind.

Occupation of Time and Branches of Instruction.

Morning:—

9 to 9½.—Scriptures, read by the teacher to the whole school in the school-room.

9½ to 10½.—Reading and spelling, with interrogation, in the Lesson Books, in drafts, in the school-room; but on Mondays, Wednesdays, and Fridays, a third of this time is devoted expressly to spelling, chiefly from the cards published by the Society, except in the two higher classes, where spelling sentences round from the Lesson Books is the customary form of this exercise. By the eighth or monitors' class the first half of this hour is occupied in a gallery lesson, given by one of the head monitors, on Mondays, in English or French history; on Tuesdays, in geography; on Wednesdays, in natural history from the Lesson Book, No. IV.; on Thursdays, in English grammar; and on Fridays, in Scripture geography and history.

* Report of 1845, p. 3.

10¼ to 11¼.—Needlework, all in the school-room, except the two lowest of the six classes, who are in the gallery class-room, where they learn the first operations of needlework, until half-past 11 o'clock, when they receive a short gallery lesson, at the same time that the seniors, without quitting their work, receive a simultaneous lesson in domestic economy.

11¼ to 12. —Preparing to go, and departure.

12 to 12¼.—Training lessons of highest or monitors' class of about 40; on Monday, in dictation and composition; on Tuesday, in English grammar; on Wednesday, in Scripture geography; on Thursday, in English history; and on Friday, in Scripture.

Afternoon:—

2 to 3. —Scripture reading, with interrogation, but without spelling, in drafts, in the school-room; but the last quarter of this hour is occupied by the two lowest classes in slate-writing, preparatory to their adjournment to a gallery lesson.

3 to 4. —Writing by the four top classes (the fifth and part of the sixth, on slates; the remainder, in copy-books), while the two lowest are in the gallery class-room, receiving a simultaneous lesson, followed by a brief lesson in arithmetic, illustrated on the black board, and continued to a quarter past four, when these little ones are dismissed.

4 to 4¼.—Arithmetic, in drafts, in the school-room, with the four classes which remain; at first it is all written arithmetic on slates; but ten minutes or a quarter of an hour towards the close is occupied with mental arithmetic; in the depth of winter this hour's exercise is lost by the darkness, and the arithmetic is then alternated with the writing in the interval from 3 to 4 o'clock.

4¼ to 5. —Scriptures, read by the teacher to the whole remaining school, which is then dismissed.

Once a fortnight the middle third of the school, composed of the fourth and fifth classes, will have a gallery lesson in the afternoon, instead of the juniors, on a subject appropriate to their years; and in like manner, the third formed by the two highest classes fortnightly occupy the gallery for an afternoon lesson, alternating weekly with the middle division in this change of exercises.

During the Scripture reading in the school, the monitors are withdrawn from the drafts which have able student teachers, and with a further part of the eighth class, receive a collective Scripture lesson in the gallery, except on Wednesdays and Thursdays, when, during the same interval, a singing class, formed out of the three higher classes, is taught in the gallery by the teacher of the model school; comprising on Wednesdays about 50, and on Thursday, 90, including the preceding 50. Drawing from maps and copies is practised by about 20, in spare hours and minutes.

The lowest, numbered as the third class, in the morning's secular

reading, are using the Lesson Book, No. 1; the fourth, the easy lessons in the commencement of the Lesson Book, No. 2; the fifth, the remainder of Lesson Book, No. 2; the sixth, the Sequel to Lesson Book, No. 2; the seventh, and three drafts of the eighth, the Lesson Book, No. 3; and the remaining three drafts of the eighth, the Lesson Book, No. 4.

Sometimes the ordinary lessons of the monitors' class, who stay after the rest are gone home at noon, are superseded by a conversational lecture by Mrs. Mac Rae, on the duties of monitors, in the style of those given to the student teachers on their prospective duties, at the close of each week. The subjects of the simultaneous lessons are the same as in the boys' school, and they are given from the same textbooks.

The above table presents a good and suggestive arrangement of the elements of a mixed system of monitorial and simultaneous teaching, in which the former is still the groundwork of the whole. Indeed, the organization of this school, for various reasons, more resembles that which will have to be adopted in local schools generally than does that of the boys' school; thus presenting not only a matchless series of practising classes, as the latter does, but a much more compact model of organization. It has, under its able teacher, a select class of no fewer than 40 monitors, including, perhaps, a dozen girls, who are staying in the school through the years of early adolescence, with the design of entering the normal school, and qualifying themselves, without having left the school from the time of their first entry, to become responsible teachers. These form a staff of permanently selected little officers, of the greatest value, distinct from the student teachers, and virtually their instructors in class teaching; giving to the whole of the school a unity of design and spirit which exercises an important influence both on the children and on the student teachers, and gives an equability of goodness to the operations of the monitorial classes which I have nowhere else seen attained. The manners and capacities of this monitors' class are such as to qualify them for this important position; and its formation and maintenance are no less honourable to the superintendent and teacher, than the clear system and precise economy of time with which all the details are wrought out. The tone preserved throughout reflects the greater credit, on account of the delicate position in which the monitors are constantly placed, with reference to the student teachers; much their seniors in age, but very commonly neither so well instructed, nor so skilful in teaching, as the young people with whom they are coupled in the several drafts.

It is not attempted in this school, as in the boys', to move up the children by whole drafts from station to station, with a specific portion of reading or other exercise, to be performed at each station within a given time; but the classes are revised and weeded monthly, and an arrangement made of the lessons according to the state of the classes when thus reconstructed. In

the reading exercises, the monitors (who all read very well), when the words to be spelt have been acquired, read the lessons sentence by sentence, and each child, in turn, reads sentence by sentence after them, round and round the class, until all have read each sentence; and then they read without the leadership of the monitors; being finally questioned upon the meaning of each word, clause, and sentence; an exercise closing, in the highest drafts, with requests to spell (round) a whole dictated sentence. This is a vigorous exercise of the memory, and of their knowledge of the language, as efficient, perhaps, as writing from dictation, without the possibility of copying from each other. In spelling, the little ones are required to pronounce syllable by syllable; the elder children, only to make a pause among the letters at the close of each syllable; but first of all they must repeat, with the most distinct utterance, the word which they are about to spell. The questioning is not with open books, any more than in the boys' school; but it is with books *in hand*, and the places retained so as to be able to refer to the text; a great advantage, where the highest purpose of the whole exercise is to vivify that text. Taking places is not practised in the reading, which is chiefly to a monitorial pattern, and not corrected mutually; but it is made available in spelling, questioning, &c., to a sufficient extent to keep up attention. The distinctness of utterance, correctness of spelling, clearness of ideas, and unaffected gentleness of tone prevailing throughout the classes, mark the reading lessons as affording some of the highest specimens of monitorial instruction that I have yet seen. Nothing could be added with advantage to the methods in use, except more, perhaps, of individualizing in the interrogative exercises. Many of the top class read with expression; and in grammatical knowledge of the structure of the sentences before them, as well as in perception of their scope and bearing, showed themselves decidedly superior to the top class of the boys' school. The Scripture reading appeared to me to partake of the same relative superiority, as a whole, though wanting in verbal explanation in the lower parts of the school.

The working strength of the school, it will be perceived, is really in its monitorial organization; but to this has been added, of late years, with very good effect, a small amount of simultaneous instruction in the gallery. This, as in the boys' school, is employed chiefly for object and moral lessons, principally addressed to the younger children. The gallery is large enough to accommodate one-third of the school at a time, and it is the younger third who chiefly use it. The subjects of the several simultaneous lessons which I saw given were well chosen, and the student teachers' acquaintance with them very complete; but, while gentle, affectionate, and clear, they over-estimated the capacities of the children, and instead of taking up the thread of discourse from the ideas given forth by the girls in answer to questions applied to test

what they already knew, the replies which they made were used rather as pegs upon which to hang but loosely a great deal of information, very sound and useful, but in too crude a form, and too much in quantity, to be readily assimilated by minds so young, unwrought to a higher sympathy with their instructors. These, however, it must be observed, were trial lessons, and the defects noticed are those of all unpractised minds. I had not the advantage in this, any more than in the boys' school, of witnessing an exemplar lesson in simultaneous teaching.

The slate-writing of the juniors receives a proper superintendence; and the book-writing of the seniors, being daily reviewed and criticised by the teacher of the model school herself, who considers it the duty of every teacher to do the same, also shows a very satisfactory progress; which, in the monitors' class of 40 top children, does not stop merely at the ability to write an excellent copy, but is carried forward to exercises in composition. These consist partly of such as are found in the earlier sections of "Cornwell's Young Composer," which present an admirably graduated series, in good logical arrangement for the purpose; and partly of letters addressed to the teacher on specified subjects; but as these are not concerning matters of familiar life, they present too often the results merely of an exertion of memory upon the reading of a specific lesson. These exercises are first written and corrected on the slate, and then copied into books, in which neatness of hand and arrangement is required as the complement of propriety of expression.

The arithmetic is well taught in the drafts, on the text of "Crossley's Calculator." Each draft has its monitor and its student teacher, and every exercise, and every rule, is carefully illustrated with chalk on a little black tablet, suspended before every draft. Then the sums are worked round on the black board, and at last, individually on the slate; the teaching throughout being better than the individualizing was vigilant. As rules of art, all those of the "Calculator" are admirably taught. There is no exercise on the principles on which they are founded, though the elementary inductions would be very interesting to the little ones, exercised on sensible objects. The progress in the *art* of arithmetic is steady, however, throughout the circuit of the drafts; and yet, for want of a little revision occasionally, and a more detailed acquaintance with the first principles of notation, a large proportion of the monitors' class stumbled at writing down numbers involving the use of ciphers; and several failed to work sums in simple rules on the slate when suddenly required to do so. What appeared most remarkable was the triumph of the general intelligence of the instruction even through this difficulty; for they could give ready answers to dictated sums which they were puzzled to perform on the slate. Indeed, Miss Ping's instruction in mentally dealing with numbers,

commencing as it does with the four simple rules, applied to ideas of sensible objects and quantities, and gradually increasing in complexity of combinations and variety of application on the one hand, and in intricacy of fractional analysis on the other, presents an invaluable course of exercises, which, if expressly associated with the few elementary principles of arithmetic from which they are derived, and carefully illustrated in written numbers likewise, would form the completest body of arithmetical instruction which the girls' schools can ever attain, and be a most valuable element in their mental discipline. Exercises in mental arithmetic form the introduction to every day's written exercises in arithmetic, with the slates and black boards. The skill of the teacher of the model school has rendered her head monitors able assistants in these exercises, and their mutual questioning is a rapid exertion of their own minds upon the like operations. The well-known quickness exhibited at the public examinations is all most faithfully wrought up from the simplest processes, as I have now described them.

Only one lesson a week, it will be seen, is given in Geography, and that in the senior department only; and in the absence of a good system of commencing with the more familiar, before proceeding to the more remote ideas, the "learning of maps" had not conveyed a very consistent body of information; which, in the case of London children, will not be very surprising. The progress in Grammar is far more consistent generally; and in part of the monitors' class remarkably advanced, as already noticed. In Zoology, these latter had acquired the first ideas of classification; and in the History of England they had learned with accuracy the order of the succession of the sovereigns since the Conquest, and the dates of the most remarkable events since that period. About 20 of the most advanced girls employ occasionally a spare half-hour in drawing from maps and copies, with pencils, pens, or crayons, in the use of which they show considerable nicety. The closing of the school each day is very pleasing.

Nor must I omit from express notice the perfect system of industrial instruction in needlework, and the economy of clothing, through which the whole school is passed. The outline of it, given in the Society's "Manual of the System of Teaching in the Model Girls' School," is no paper theory, but a simple description of a well-ordered and vigorous set of classes, embracing the whole school, for an hour and a half every morning. "When at needlework the children are seated at desks, arranged in classes, according to their proficiency. The first or lowest class is seated further from the platform, and the others, in numerical order, in front of it. The number of classes depends on the different kinds of work taught in the school, each kind occupying a separate class. The number in general use is 11. From the higher classes the best workers are selected for monitors; two are appointed for

each class. One instructs for one week, whilst the other is at work under the direction of her monitor; consequently each superintends the class and works alternately; and each monitor continues at the same desk until she is appointed monitor to a higher class. Every girl continues to sit at the same desk while she remains in the class. There are also two platform monitors, who alternately superintend and work one week. But all the monitors of classes, and the girls under their care, are under the superintendence of the general monitor. Every Friday morning the girls are allowed to bring their own work.

"The children in the higher classes are provided with lap-bags, made of brown holland. These are marked 1, 2, 3, &c., for as many as the desk contains. The number of the desk is also marked upon them; thus $\frac{5}{1}$ signifies that the bag belongs to the fifth girl in the eighth desk. Before the children take their seats, the bags are placed by the platform monitor on the class monitors' desks, and by them given to their girls. The class work, and all garments in hand, are collected by the class monitors, and placed on the ends of the desks ready for the platform monitor to deliver to the mistress. The monitor of each desk is furnished with a pair of scissors, thread-paper, needle-case, and a bag large enough to contain all the implements that belong to her desk. They are also supplied with a few thimbles and needles, for which they are responsible to the platform monitor. The children in the lower classes use coloured cotton for the class work, as it renders the stitches more conspicuous, and consequently facilitates general inspection. It also excites an interest, as the promise of a choice of some pretty colour is a strong inducement to a child to perform her work neatly.

"At the time assigned for closing the labour of the morning reading drafts, viz., at a quarter past 10 o'clock, the general monitor rings the bell as a signal for the business of the drafts to cease; and, after a pause, the command is given for the girls to turn to the right or to the left, as the order may be. The order is then given, and the whole of the children walk in a line along the passage round the school, and each girl, as she comes to the end of it, steps in behind the desk to which she belongs, and goes to her proper place at the desk. Each monitor does the same, taking her place at the head of the desk. Each child being now opposite to her own slate, a command is given to take their seats, which they do instantly.

"A signal is now given for the monitors to distribute the bags, after which they return to their seats, and another signal is given for each girl to tie her own bag to the desk before her. A signal is again given for the monitors to examine their girls' hands to see if they are clean, and that each is provided with a needle and thimble. The platform monitor now supplies the class monitors with any additional work they may require for their girls, which

the class monitors give out; also a needleful of cotton to each child, and then return to their seats. A command is now given for the whole school to show work, that is, to hold it up in their left hand to see that each is furnished with work. The bell is then rung, each child holds down her work and immediately begins; and the monitors pass down the desks to instruct them. When a child wants work she holds up her left hand as an intimation to her monitor, who steps forward and supplies her. If a monitor wants a fresh supply she makes a like signal to the platform monitor. When a girl wants thread she holds up her right hand, and her monitor supplies her. If a monitor wants a fresh supply she makes a like signal to the platform monitor. At half-past 11 o'clock the mistress examines the work of each child; those who merit rewards have a ticket, and those who have been careless and inattentive forfeit one, or are confined after school.

"At a quarter before 12 the bell rings for the girls to show work, and the monitors to pass down the desks and collect the needles and thimbles. An order is then given for the children to put the class work into the bags, and the monitors to collect all articles in hand, and deliver them to the platform monitor, who takes them to the platform. The monitors then take their seats. The order is now given to untie bags, when each child unties her own; a second order is given to take them off; and a third, to fold them up. Each child folds her own neatly, with the number in view, places it on the desk before her, and puts her hands behind her. The bell then rings for the monitors to collect bags, which they do, placing them one on the other in order; they then put them neatly into the bag belonging to their desk; also their scissors, thread-papers, needles, and thimbles. The monitors are then ordered to the platform with their bags, where they deliver them to the platform monitor. They then return to their seats, and the report of the good and inattentive girls is read *aloud* by the monitor-general; the good receive tickets, and the negligent must either forfeit tickets or stay in after school-hours. As soon as the reports are taken, all the children are exercised out of their seats, to stand each opposite to her own slate, with her hands behind her. A signal is given for the girls to turn, when they are dismissed in order, one class following the other in a line along the sides of the school."*

For the details of the instruction in each class, I must refer to the "Manual." The first class is for hemming, in two divisions, one composed of those who have not learned to fix a hem, and who are taught on waste paper, as being less expensive than linen or cotton, and answering the purpose just as well; and a second, in which they practise hemming on small pieces of calico. The second class, also in two divisions, is for sewing and felling, and

* Manual of the System of Needlework, p. 44-47.

running and felling; first division learning to fix their work in paper, and the second to execute it. The third class is for drawing threads and stitching; the fourth, for gathering and fixing gathers; the fifth, for button-holes; the sixth, for making buttons and sewing them on; the seventh, for herring-bone stitching; the eighth, for darning; the ninth, for making tucks, and whipping; and the tenth, for marking. The eleventh is the finishing class. There is at present no knitting or netting class; and fancy work is expressly excluded and discouraged.

"As it is highly desirable that the children, as soon as they have learned to work, should be employed in something useful, this class comprises the girls who have passed through the preceding, and are here engaged in making and completing garments. The children in this class are taught economy in purchasing, cutting out, and repairing various articles of wearing apparel; they are made acquainted with the waste occasioned by the want of proper consideration and exactness in domestic arrangements, and the miseries frequently produced by mismanagement and inattention. In order to impress upon their minds this useful branch of female instruction, they are interrogated, in various ways, on the common concerns of life. When the teacher proposes a question, she waits until each child in the class has had an opportunity of returning an answer, according to the knowledge she possesses. She then comments upon each of these answers in a way that will enable the *children* to decide which is the most suitable course. To assist the teachers in these exercises, they are furnished with a few examples of questions and answers, which they may carry out to a much greater extent."* These also will be found in the "Manual," together with engraved patterns for cutting out the commonest garments. The highest industrial section of the school forms in fact a class for collective teaching of the most practical and improving kind, including as many ideas on household management generally as can be conveyed. Specimens of needlework, made up in portfolios for the use of teachers, and arranged in the order of the above classes, are sold at the Society's Depository; and the beautiful patterns of every variety of garment, made up in tissue paper by the finishing class against the time of the annual meeting, are quite little works of art.

The propriety and industry exhibited throughout these industrial classes is as perfect as their system; and a student teacher in each class has the advantage of co-operating in, and doing as much as she can of, the work of superintending each successive class, from the lowest upwards; the sewing classes, in this respect, presenting no peculiarity distinguishing them from those devoted to other exercises. The discipline and moral tone of this school present throughout a standard well worthy of its exemplar character. It

* Manual of the System of Needlework, p. 51.

has a library of above 250 carefully selected volumes, besides a small library of reference for its monitors. Great advantage, too, must arise from a certain small proportion of the children being retained in connexion with the institution until a riper age, and even then not giving up their intercourse with it. In fact, the whole department is a family as much as a school; and no higher praise can possibly be bestowed upon it.

Art of Teaching and Governing a School.

The three hours and a half of practice in monitorial or gallery teaching, in which the female students are engaged each day in the model school, has already been described; and in alternate weeks another hour and a half is given daily, by each of the two classes, to the practical labours of the needlework drafts. At the close of the afternoon's gallery lesson, they all adjourn to the theatre, on the back seats of which they take their places to hear the criticism on the gallery lesson which has been given by one of the young men, followed by the lecture on "pedagogy" for the day, in the course already described. A like criticism of the afternoon's gallery teaching, and of the draft teaching for the day, in the model girls' school, is taken on the opening of the evening classes. It is conducted with some spirit, and the concluding remarks of the normal school teacher, Miss Drew, are exceedingly acute and judicious. A weekly conversational lecture occupies two hours of every Saturday morning, and is given by the experienced superintendent, Mrs. Mac Rae, to the whole of the female student teachers, seated at their needlework in the gallery. The following are the heads of her course:—

1. On the various motives for entering on the profession of a teacher.
2. On some of the essential moral qualifications of a teacher.
3. On the selection of monitors.
4. On organizing a new school.
5. On training monitors.
6. On teaching the elements of reading, with illustrations of the method of using the First Lesson Book.
7. On the various methods of teaching spelling, with illustrations.
8. On training suitable monitors to assist in teaching needlework
9. On teaching arithmetic.
10. On domestic economy and orderly habits.
11. On school furniture, and the order of a school-room.
12. On the cleanliness of a school-room, and ventilation.
13. On the duties of monitors.
14. On the various offices in the school.
15. On improving an old school.
16. On the judicious treatment of the monitors.
17. On the duties of a teacher to the committee, and to the parents of the children.
18. On a week's occupation in the model school, and the advantages of cultivating a spirit of inquiry.

These lessons of the superintendent, *applying* all which the students are learning in the normal school, to the circumstances into which they are about to be introduced, are highly interesting, vividly instructive, and imbued with a truly Christian spirit. Drawing from the experiences of a quick and refined perception, they embody indeed practical lessons of adherence to unfailing truth and untiring patience, from which others than teachers might profit. Annexed are the answers to one of the examination papers filled up in my presence, and a few other sets of answers will be found in the Appendix (G.), where they afford a suggestive comparison with those of the young men in Appendix (F). The following is the Examination Paper on the Art of Teaching and Governing in a School, answered by Ann Inglefield, 25th March, 1847:—

1. How will a teacher best establish her authority in a school?—By firmness, joined with kindness of manner and impartiality in all her conduct; giving her commands clearly and definitely; expecting prompt and cheerful obedience; let the children see that principle governs her conduct: this, with good information and a pleasing manner of communicating, are not likely to fail of success in establishing the authority of a teacher in her school.

2. What will especially demand your vigilance in giving a collective lesson?—That the attention of the children be kept alive by the interesting information and manner of the teacher; that the supervision be constant, and the order preserved.

3. How will you endeavour to have good monitors?—By efficient training and interesting them in the work, imparting to them superior information, and reposing confidence in them when found worthy.

4. State some of the uses of the monitorial system, and of the defects which may be indulged under it?—A greater number of children can be instructed at one time than by one individual.

The monitors acquire the art of communicating the information they gain; they must be examples to their drafts; and by these means they are likely to prove, as they grow up, more useful members of society.

The defect would arise from the mistress indulging self-ease and neglecting her monitors, or leaving too much of the school duties to them.

5. How will you endeavour to get good reading in a school?—By attending to the punctuation, emphasis, rising and falling inflection, aspirates and non-aspirates, and tones of the voice.

6. What will demand especial attention in the arithmetic classes?—That the children perfectly understand the rules and their uses.

7. How will you convey to children the first notions of geography?—By illustration, as describing the earth by an orange.

8. What powers of the mind should an object lesson be directed to cultivate?—Observation, attention, reflection.

It is difficult to imagine a combination of advantages greater than that enjoyed by the student teachers in the female department of this institution, including, as it does, the animated and faithful instruction of the principal teacher of the normal school and th vice-principal of the companion department, the lectures on

teaching and governing in a school, delivered to the students in both departments by the principal and vice-principal of the normal school for young men, an admirable model school, and the faithful counsels conveyed by the superintendent in her daily management and weekly addresses. The effect of this combination is indeed very marked, if the superior activity and orderliness of mind shown by the senior over the junior section, during my presence in the school, afford any fair measure of its amount. Considering, however, that the female students, though as much instructed as the male students, and possessed of superior manners, are yet not generally equal to them in physical resources, and in the enthusiastic energy which brings a considerable proportion of the latter into the field of instruction, it is not less to be regretted in their case than in the male department, that the young teachers have not the advantages of a longer stay to strengthen their acquirements, their capacities of teaching, and, I might even add, their general character, before they enter upon the arduous duties of their very responsible situations. The time of their stay is far too short to accomplish all that is desirable in these respects; although the means provided are, I sincerely believe, sufficient, with God's blessing, to render them able, modest, and Christian teachers. Among the circumstances incidentally conducive to this result, I would recal especial attention to the fair proportion of *pupil* teachers to be found in the model school, at the head of the monitors' class, giving a moral firmness, as well as intellectual strength, to its organization, eminently beneficial to the *student* teachers, at the same time that they enjoy the further advantage of the head teachers of the normal and model schools themselves daily superintending, correcting, and teaching in the classes. In fine, I find it difficult to make any suggestions for improvement beyond re-enforcing the economy of time and strength which might be accomplished by making yet more use of critical and exemplar instruction in the art of teaching *in the classes*, and by invigorating the evening instruction in the junior class of the students. With regard to the well-trained *pupil* teachers in this school, it certainly "is not," in the words of the Committtee, "unreasonable to expect that some of them may grow up to be teachers of others, either as assistants in British or infant-schools, or, if not, they will at least form a superior order of nursery-maids."*

One eminent beauty of this part of the institution is the spirit of domestic life which pervades it, accompanied by that order, neatness, and modest propriety, which are among its most obvious and not least valuable characteristics. In this respect it is not yet rivalled by the male department, in which it may perhaps be that the constant changes do not afford time for the less pliable natures of the young men to acquire much more gentle and precise habits

* Normal School pamphlet—Female Department, p. 3.

than they bring with them, ere they are summoned to the scene of duty. Nevertheless they betray, I think, great goodness of disposition, and an earnest desire of advancement in piety no less than in power; qualities which, combined with the near equality of their ages, offer materials for a strong corporate and domestic life; not that of monks or ascetics, but that of men hoping, by the Divine blessing, to show forth some of the fruits of the Spirit, on one spot of good ground, by however thorny a waste it may be surrounded. In fact they all well know that they are unfit to be teachers under the name and patronage of this Society unless they have not only an earnest desire to render, in return for their hire, the services that men generally appreciate and pay for, but also have in their hearts the fear and love of God, to move them to effect all the good that they can in their calling, without stint or measure, and be the source of many a blessing which will obtain no earthly record.

The importance attached by the Society to moral and religious character having been so frequently adverted to in the Annual Reports of the Institution, it is only necessary again to state, that, far from undervaluing this first and most important qualification, the Committee would consider it the richest reward of their labours to be permitted to see the elementary schools of their country under the direction of teachers who should not only elevate the office by the respectability of their attainments, *but adorn it by the fervour of their piety.*

To secure this they endeavour, in the first instance, and *previously to the admission* of the candidate, to ascertain whether the individual seeking instruction is, or is not, under the influence of religion. If he be really so, his principles may be expected, by the Divine blessing, to preserve him from the temptations to which he is necessarily exposed during his residence in London. In the absence of sound principle, no regulations which can be brought to bear on *adults* would be effective. The Committee feel that, in relation to such, their care cannot be expected to extend beyond the maintenance of discipline, the occupation of time, the securing of regular attendance on public worship at such place as the candidate may prefer, and the offering of such kind and friendly counsel as persons *of their age* may be likely to regard.

Each candidate is presented, on admission, with a copy of the following hints, accompanying the regulations to which he will be expected to attend.

I. *Let your mind frequently and seriously revert to the* OBJECTS *which are to be obtained by your residence in the Society's House.*—You have at once to acquire and to communicate, to learn and to teach, to govern and to submit to government; and you have to do this, not in relation to one mind only, but to many minds,—of different quality, under varying circumstances,—as an exemplar, and as subordinate to others. You have MUCH to do. Therefore—

II. *Redeem your Time.*—Do not think it sufficient to attend regularly and diligently to *appointed* studies, but improve the intervals of time which will necessarily elapse between these stated employments. Secure the minutes, for minutes compose hours. Ten minutes, diligently

improved every day, will amount to an hour in the course of a week; and an hour, thus redeemed *every day*, will be equal in value to no small portion of a year.

III. *Cultivate Habits of Order.*—Avoid negligence in personal appearance. Be always neat and clean in your apparel. Let those pursuits which are most important in reference to your expected engagements receive the greatest share of your attention; and never suffer these to be interrupted or superseded by others of a more general nature. Do not allow levity and trifling to usurp the place of rational cheerfulness. "Avoid the very appearance of evil." Attend to all established regulations. He who wilfully breaks rules which are calculated to promote the welfare of the community to which he belongs, is the common enemy of all.

IV. *Cherish a kind and friendly Disposition towards your Associates.*—Let this be shown by a general spirit of courtesy,—a willingness to assist where help may be needed, and especially by the communication to others of any knowledge you may exclusively possess. Manifest a decided disapprobation of unbecoming conduct wherever you observe it; and, jealous for the honour of the body to which you belong, endeavour to stimulate every pupil to diligence and zeal in the pursuit of those great objects for the attainment of which all are alike receiving the countenance and aid of the Society.

V. *Exercise a constant Spirit of "Watchfulness unto Prayer."*—Remembering that you are responsible to God for the right improvement of the advantages you enjoy, the talents you possess, and the time placed at your disposal; seek daily for "the wisdom which cometh from above," and "the grace which bringeth salvation." Be yourself a diligent and devotional student of that book you are emphatically to teach; and never forget that "all Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness; that the man of God may be perfect, thoroughly furnished unto all good works."* (2 Tim. iii. 16, 17.)

Periodical examinations of the student teachers take place in the presence of the Committee, and upon the results of these examinations its members appear to base their assertion, that, by the efforts of the Society, restricted as those efforts may ever have been by external obstacles and internal want of resources, "more elevated views of the teacher's office and duty have been promulgated; a greater moral power has been given to popular instruction; and, as a necessary consequence, the schoolmaster has been in some measure raised in public estimation, though not by any means so much as the importance of the office deserves. Letters from all parts of the country have borne testimony to the patience, diligence, and piety of many of the labourers whom the Society has sent forth. The best evidence, however, of the general satisfaction which has been given is to be found in the increasing applications for teachers, which pour in from all quarters; a demand largely exceeding the ability of the Committee to supply."†

* Normal School pamphlets for each department.
† Normal School pamphlet, p. 3.

Comparing the trained with the untrained teachers now at work in their several schools, and the more recently introduced with the more advanced students in the normal schools, I do not hesitate to bear witness that these assertions of the Committee are very modestly worded. Within the too brief period allowed to them, strenuous efforts are made to improve the students, both as scholars and teachers, under a discipline which introduces them at once to a very close and practical acquaintance with *hard work of the mind;* an acquaintance of the most improving character. These efforts have been attended with great positive success, far as their results fall short of what is relatively desirable, and even readily attainable, with more time and enlarged means. I have ventured such few suggestions as only a single inspection can warrant, towards the improvement of existing means, in several particulars, which appear to me to be worthy of the consideration of the Committee, to whose judgment the actual state of the institution, as well as its whole history, shows that they may with advantage be left. The present, as well as my recent Report, very plainly evinces, indeed, that the institution over which they preside has been practically one of the mainsprings of the education of the poor in England, during the present century, so far as it has yet been carried.

If by any means its resources could be so augmented, and its duties so shared with supplemental institutions, that it could retain its student teachers on terms consistent with their interests and those of the schools to be supplied, for quadruple the time of their present stay,—for two years instead of six months,—such an arrangement alone would ultimately be productive of incalculable advantage to that great branch of the popular education of England which comes under its influence. For after seeing them in the normal school, I retain the same respect for the large proportion of earnest and energetic young men of tried character who find their way into it, though with deficient education, which I conceived for them when witnessing their unaffected exertions in the local schools, after receiving the present insufficient amount of training. They offer material for teachers of the children of the poorer classes of a moral texture which it will be difficult to match from any other source; and the current into which they are brought adds to this a mental activity which requires only time to train it to a very respectable ability. Resources will yet, I hope, be found to extend the period of their training, and perhaps to add to their ranks an important class of pupil teachers, wholly brought up to the profession. If any such means shall be provided, an entirely new scheme of time and labour will be required for the whole institution; but until such a change occur, the sketch of the normal and model schools of the British and Foreign Society, which I have now submitted, will, I doubt not, remain correct in all its principal features.

The teachers trained in the institution, resident in and near the

metropolis, enjoy the advantage of periodical meetings in the theatre of the institution for professional discussions; as likewise of attendance at a course of lectures provided by the Society each winter since 1837, for their gratification and instruction. (See Appendix H.) During the summer vacation a number of male teachers of British schools, from various parts of the country, known to the Committee through their inspectors, as persons who would really profit by such an opportunity for supplemental study, are invited to a rapid course of instruction in the art of teaching and governing in a school, and to take up their residence in the Society's house during its continuance. This opportunity of revising and improving upon their actual methods is of great value; and those who have enjoyed the advantages of it are warm in acknowledging them. Indeed, the British school teachers throughout the kingdom generally maintain relations with the parent Society, because it is the centre of all applications for new teachers, and, therefore, the principal source of promotion.

It is with regret that I observe the length to which these details have run; but without a careful and systematic statement of them, I should scarcely have done justice to a double institution, so peculiar in its nature, and so wide in its operations, as that which it has been my duty to describe; nor will such a record of them be without its value in adding to the force and reducing the bulk of future notes of inspection.

I have the honour to be,
My Lords,
Your Lordships' most humble and obedient Servant,

The Right Hon. the Lords of the Committee of Council on Education,
&c. &c. &c.

JOSEPH FLETCHER.

APPENDIX (A.)

LETTER from JOHN HULLAH, Esq., Professor of Vocal Music at King's College, on the Progress in the Theory and Practice of Vocal Music made by the Students and Children in the Normal and Model Schools of the British and Foreign School Society.

DEAR SIR, 20, St. James's Place, May 1, 1847.

I HAVE great pleasure in sending you the result of my examinations of the students and children at the Borough Road schools in the theory and practice of vocal music,—examinations undertaken at your request, and conducted in your presence.

You will call to mind that our visits were made on the afternoon of Monday and Tuesday the 22nd and 23rd of March last, and that the former of these visits was occupied by the inspection of the training-school for schoolmistresses and girls' schools, and the latter of the training-school for schoolmasters and boys' schools. If I understand rightly, it is not your wish that I should enter into a detailed account of these

examinations; indeed, my little leisure at this moment would render it a matter of extreme difficulty for me to do so. The purposes of my visit will, I trust, in the present instance, be effected, if, having briefly described the nature of the classes I examined, I give you my general impression of their condition, bearing in mind any circumstances of peculiar difficulty in conducting them. I shall not, I trust, exceed my vocation in making one or two suggestions, with a view to the removal of those difficulties and the improvement of the musical instruction generally.

The classes which I was invited to inspect were, in all, six. In the establishment for male teachers, two classes; the one for adult students, the other for monitors and the elder boys: in the female department, two similar classes; and, besides these, two large classes, consisting of the younger children in either school. Of these, the classes for teachers would, in any case, be considered as the most important: they were regarded by me with peculiar interest, from the fact of their having been conducted for some time past by former pupils of my own—Mr. Pickton and Miss Ping, who both received their first lessons in music in classes I opened in March, 1841, in the school-room attached to Surrey Chapel.

Having, under my own direction, four institutions in which are classes similar to those in the Borough Road establishment, I am well aware of the peculiar difficulties of conducting them. In the cases with which I have now to deal, the difficulties are greater than any I have myself latterly had to encounter; and, indeed, I should have hoped that, in all similar institutions, some progress had been made towards their removal: I allude especially to the irregularity of the entrance of the pupils.

In the class for schoolmistresses there were *twenty-eight* pupils, *two* of whom had been under instruction for *six* months, *five* for *three* months, *six* for *two* months, and the remainder for about *one* month. In the class for schoolmasters there were *fifty* pupils, who had entered it at periods varying, in like manner, from *five* months to a few weeks. To educe any general musical effect from bodies so ill assorted is not a question of more or less skill in a teacher—it is simply an impossibility. The more advanced pupils may a little conceal the deficiencies of the beginners; but the beginners, in their attempts to do what is beyond their skill, spoil any effects that might be produced by the more advanced pupils.

Theoretical instruction is in like case; for the teacher has, for the most part, no choice between giving explanations which are unintelligible to one portion of his class, or tedious, as a tale thrice told, to another. It is greatly to be desired that such a waste of energy and time should be spared to teachers and taught, by the admission of pupils to all normal schools at such *stated periods only* as would enable their instructors to classify them better. Feeling it to be impossible to form any estimate either of the skill of the teachers, or the diligence of the pupils, from the performance *en masse* of classes so composed, I confined my examination to theoretical questions requiring individual answers, and to such short exercises as would test the "feeling for time and tune" of those who might undertake to perform them.

I do not hesitate to say that, during this examination, many of the

students in either class gave signs both of industry and aptitude; that their teachers have done for them all that is possible, and more than might have been expected; and that the latter have shown zeal and ability which, under more favourable circumstances, would make the elementary instruction in music in the Borough Road School very efficient.

The difficulties to which I have alluded in the normal school also exist in the classes for the monitors and elder children in the boys' and girls' schools; but in a degree much less mischievous, the minimum time of attendance being *six* months, the maximum *two* years. Here the younger pupils, not entering the class without some theoretical knowledge, some feeling for time and some cultivation of voice and ear, are in a condition to derive advantage from association with those more skilful than themselves; while the number admitted at any one time has been too few to discourage the pupils and confound the teacher, as where large irruptions of incompetent pupils are made into a class somewhat proficient.

Both in the class in the boys' school (conducted by Mr. Fitch) and in that in the girls' school (taught by Miss Ping) not only did I hear fairly performed pieces of some difficulty, but the answers to such questions as I put in the theory showed that that element of musical instruction (less showy, but not less important than the practice) had not been overlooked.

The instruction of the younger children in the schools may be dismissed in a few words. It is chiefly *by ear;* a kind of instruction, the value of which is the subject of much difference of opinion, and which I have now no time to discuss. I cannot refrain from recommending that, where this kind of instruction is given, the "*pieces*" sung should be in *unison*, not in *parts*, or that, at least, the *under parts* should be sung by those pupils who are learning music scientifically; the attempt to teach aught but an *upper part* by ear (especially in music for equal voices) costing a great expenditure of time, and being rarely successful after all. I may also remark that it is greatly to be desired that the "parts" themselves should be set in compliance with the rules of musical grammar.

I am, &c.,

Joseph Fletcher, Esq. JOHN HULLAH.

APPENDIX (B.)

Dr. BUILDING ACCOUNT.—NORMAL SCHOOLS of the BRITISH and FOREIGN SCHOOL SOCIETY. *Cr.*

	£.	s.	d.		£.	s.	d.	£.	s.	d.
To Subscriptions	14,716	10	10	*Leasehold.*						
To ditto by British School teachers	276	15	0	By purchase of houses in Borough-road and Earl-street				950	0	0
To Grant from the Council of Education	5,000	0	0	*Buildings.*						
To ditto from the Corporation of the City of London	1,000	0	0	By Haynes and Co., builders	13,874	18	9			
To Sale of old materials	440	1	11	By Hicks, builder	3,498	0	0			
				By Cooper and Davis, builders	300	19	1			
				By Piper and Sons, builders	248	2	8			
				By Crispin, paving	92	16	7			
				By Beevors, ditto	12	10	1			
				By Nottidge, sewers	11	5	9			
				By Goodman, old bricks	15	12	0			
				By Bonwick, carpenter	82	2	3			
				By Marriott, bell-hanging	57	4	6			
				By De Ville, gas-fitter	68	8	0			
				By Stevens ditto	17	16	0			
				By Architect and Clerk of the Works	1,351	11	6			
								19,581	7	2
				Furniture.						
				By Harper, stoves	30	9	4			
				By Brown and Green, ditto	85	10	1			
				By Pinson, ditto	52	13	2			
				By Smee and Son, furniture	409	8	6			
				By Williams, ditto	21	14	0			
				By Morley and Co., sheeting	17	2	0			
				By Wood, carpeting	12	13	10			
				By Clare, bedding	66	6	0			
				By Holtzapfell, swing	4	13	0			
								700	9	11
				Sundries.						
				By Rutherford, premium for plans	50	0	0			
				By Viner, premium for plans	25	0	0			
				By Whitehead, engraving plans	7	10	0			
				By Vandercom and Co., solicitors	55	10	4			
				By Compensation to parties for loss sustained	63	10	4			
								201	10	8
	21,433	7	9					21,433	7	

Examined and found to agree with the vouchers,

JOSEPH FLETCHER,
Her Majesty's Inspector of Schools.

February 27, 1847.

Appendix (C.)

Extract from the Admission Examination Book of the Principal of the Normal School. Session, January, 1847.

Date.	Name.	Health.	Style of Reading.	Reading from Dictation, testing		Arithmetic.
				Accuracy of Spelling.	Style of Writing.	
1847 Jan. 12.	A.	Good.	Moderate.	Correct.	Fair.	Fair, but nothing of fractions.
,,	B.	,,	,,	4 errors.	,,	Good.
,,	C.	,,	Fair.	Correct.	Good.	Moderate, but nothing of fractions.
,,	D.	,,	Moderate.	3 errors.	Moderate.	Bad; unable to read; numbers correctly; simple question not worked.
,,	E.	,,	,,	Correct.	Good.	Pretty good, but little of fractions.

Name.	Grammar.	Geography.	Scripture.	General.
A.	Fair, but nothing of etymologies.	Very little.	Good, except on some historical points.	Has read elementary Histories of England, Greece, and Rome, and some religious works.
B.	,,	Good.	Very good.	Has read Paley, Wesley, and various theological works; Histories of England, Greece, Rome, Josephus, &c.
C.	A little.	Moderate.	,,	Has read Paley's Theology; Watts on the Mind.
D.	Almost nothing.	Not much.	Rather deficient.	Has read little, except some religious works. (Sent up by a local Committee for a small village school, otherwise would have been deemed unsuitable.)
E.	A little; nothing of etymologies.	Moderate.	Very good.	Has read Milton, Cowper, and other poets. Elementary works on history, and various theological works.

Examination Papers preliminary to Admission, January, 1847.

Spelling.

Write the following from dictation:—(Extract read.)

Complete the following sentences:—

isle, aisle, I'll.

He stood in the central ( ) ( ) not allow you to do that.

The term ( ) is usually applied to a small island.

ail, ale, hail, hale.

A ( ) old man ( ) me as I was walking along. What ( ) him. They say he takes too much ( ).

his, is. right, rite, write, wright.

That ( ) ( ) business. The ( ) cannot ( ). He thinks it ( ) to conform to the ( ) of the church.

main, mane.

He took hold of the horse's ( ) with ( ) force.

accept, except, presents, presence.

I will not ( ) your ( ) ( ) on these conditions. The prince's ( ) gives a dignity to the ceremony.

Arithmetic.

1. Write down a hundred and three thousand and fifty-eight.
2. Read the following numbers, 76004, 105064, 70900064, 90090809.
3. What is the worth of 18¼ yards of cloth, at 15*s.* 8*d.* per yard.
4. Which is the greater, ⅓ or ⅜, and what is the difference? What is the decimal corresponding to ½, ⅖, ⅛, ¼.

Grammar.

1. Name the parts of speech, and give an example of each?
2. What part of speech is calm in the following sentence? *Immediately there arose a great calm. He calmed the sea. The sea was calm.*
3. Which is the preferable form, *It was I that said it*, or *It was me that said it?* Why?
4. What is the difference between boy's school and boys' school?
5. Give the etymology of the words *manufacture*, *monarchy*, and *sanctify;* and give also as many other derivatives as you can from the same roots.
6. Parse the following sentence:—

> Small service is true service while it lasts;
> Of friends, however humble, scorn not one:
> The daisy by the shadow that it casts
> Protects the lingering dew drop from the sun.

Geography.

1. Name the chief hills and streams in the neighbourhood you have come from.
2. What is geography?
3. What is a cape? a peninsula? a gulf? Name some of the chief of each you are acquainted with.
4. Name the four chief rivers of England; give their length of course, and say what districts they drain.
5. What ocean must I pass over to get to the West Indies?
6. What country of the Continent is nearest to England? give its capital and chief rivers.
7. The most mountainous countries of Europe?

Scripture.

1. Give some passages which show the divine inspiration of the Scriptures.
2. Give a brief outline of the history of the Jews.
3. Name some of the events in the life of Abraham.
4. Give some passages of Scripture which speak of the omniscience and omnipresence of God.
5. Name some of the miracles of Christ.
6. Give some prophecies concerning Christ, with their fulfilment.
7. Give passages which show the design of Christ's coming into the world.
8. Give illustrations of the following verse, also parallel passages:— But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you.

Miscellaneous.

Write a letter to me, stating how you first became acquainted with the operations of this Society; what induced you to offer yourself as a candidate here; what are your future hopes and fears, and any other particulars you choose connected with your entrance into the Normal School.

Appendix (D.)

Examination Papers employed in the Upper Class of the Normal School for Young Men, in the Course of its First Inspection, 2nd and 5th March, 1847.

I.— *Grammar* and *Composition.*

1. Name the parts of speech, and give an example of each.
2. State the various ways in which the past tense of verbs is formed, and give an example of each mode.
3. Give derivatives from the Anglo-Saxon, *gerefa, ceapian, faran, sciran;* from the Latin, *caput, curro, jungo, lingua, pono;* and from the Greek, *hippos, logos, metron.*
4. Give the etymology of the words *deify, fallible, corporeal, cascade, shroud, eradicate, solar, taciturnity, sanguinary, astronomy, scathless.*
5. Parse the following sentences:—
   "The school of experience teaches many useful lessons."
   "He needs strong arms who is to swim against the stream."
   "They who ridicule the wise and good are dangerous companions; they bring virtue itself into contempt."
6. What are the main parts of a sentence; what the essential parts?
7. Analyze the following simple sentence, specify the subject, predicate, and object; point out the adjuncts, and specify of what kind they are, and to what parts of the sentence they respectively belong.
   "To-morrow they will go to Brighton by the first train."
8. What is a complex sentence? Give an example.

II.—*Arithmetic.*

1. Subtract 5,018,742 from 9,013,905, and explain the principle of the operation.
2. A young carpenter earned 24*s.* 6*d.* per week; how much did he earn in the course of a year; how much of this total sum did he allow his mother, if he helped her at the rate of 3*s.* 6*d.* per week; how much did he save if he laid up on an average 3*s.* 1½*d.* per week; and, living on the rest, what was the total sum that he spent?
3. A tax-gatherer collected £747. 15*s.* 6*d.* per month during the first six months of the year; and £547. 17*s.* 8*d.* per month during the last six months of the year; how much did he collect daily on an average of the whole year?
4. In 76 miles and 6 furlongs, how many perches?
5. If 4 lbs. of tea cost 24*s.* 8*d.* how much may be bought for £42. 7*s.* 8*d.*?
6. If 50 men can do a piece of work in 100 days, working 8 hours per day, in what time will 120 men do it, working 6 hours per day?
7. Find the common measure of 94782 and 56904, and explain the principle of the operation.
8. Reduce $\frac{7}{8}$ and $\frac{4}{5}$ to a common denomination, and explain the principle of the operation.

III.—*Geography.*

1. What is meant by a parallel of latitude, and by the meridian of any place?
2. What is our first meridian, and what do we reckon from it?
3. Name the zones, the parallels which form their limits, and the roots of their names.
4. What proportion does the land bear to the water on the surface of the globe?
5. What is a peninsula; the root of the name; and the direction and character of the great peninsulas of Europe?
6. What is the direction of the great watershed of Europe, and the effects of that direction upon the course of its rivers?
7. Name the six largest rivers of Europe; state their length, and describe their course.
8. What is the character of the surface of the north of Europe, south and east of the Baltic?
9. Describe the direction of the chief watershed of England.
10. In what parts of England does mineral wealth most abound? Name the chief coal-fields, and the localities in which the several metals are principally found and wrought.
11. Name the chief manufactures of England, the localities in which they are carried on, and the circumstances which have attached various of them to their several localities.
12. Name the chief imports and exports of England, from and to what countries.
13. Name the rivers of Asia that drain the district north of the great table-land, east of it, and south of it.
14. Explain why the largest rivers of the world are found in America.

IV.—*Zoology.*

1. Into how many sub-kingdoms is the animal kingdom divided?
2. Give the characteristic of each sub-kingdom, and name an animal included in each.
3. Into how many classes is the sub-kingdom Vertebrata divided? Name an animal included in each.
4. What are the chief characteristics of the class Mammalia?
5. How many orders are there in it?
6. Give the characteristics of the order Ruminantia.
7. Into how many families is it divided? Name some animals included in each.
8. To which order does the armadillo belong, and for what is it remarkable?
9. Name some mammalia which live in the sea. Why are they not classed with fishes?

V.—*Physics.*

1. What are the essential properties of matter?
2. What principles determine the form which matter assumes, whether solid, liquid, or vaporous? Give instances in proof.
3. What is designated by the term *inertia*? Illustrate its meaning by instances.
4. Give the law of the accelerated motion of falling bodies?
5. How far would a body fall in 7 seconds, without reckoning for atmospheric resistance?
6. What is the comparative momentum of a stone weighing 25 lbs. thrown from a catapult at the rate of 30 miles an hour, and of a cannon ball of 15 lbs. weight, thrown at a rate of 55 miles per hour?
7. Name the planets in their order from the sun.
8. How are they retained in their orbits?
9. What is meant by the terms aphelion and perihelion?
10. How do we know that the earth's orbit is elliptical?
11. How much larger is the sun than the earth?
12. What is the distance of the moon from the earth, and how is it ascertained?

VI.—*English History.*

1. What people inhabited Great Britain at the birth of our Saviour, and what other nations made settlements in this island previous to the year 1100?
2. In what parts of the island are descendants of these several races now to be found?
3. Name the first king of England, and the succeeding kings of most renown, and for what, anterior to the Norman Conquest.
4. Name the kings of England from the Conquest to the commencement of the seventeenth century in the order of their succession.
5. When was the Gospel first preached to the English; the English crown held for three days by the pope of Rome; reformed doctrines first taught in England; and the spiritual authority of the pope overthrown in this country?

6. What are the dates of Magna Charta, the first house of commons, and the commencement of a royal navy?
7. By whom was Wales subdued, and Scotland saved from subjugation to the English arms?
8. What was the occasion of the wars which agitated England in the middle of the fifteenth and seventeenth centuries respectively?

VII.—*Geometry.*

1. Bisect a given rectilineal angle into two equal angles.
2. Show that if a straight line, falling upon two other straight lines, makes the alternate angles equal to each other, these two straight lines shall be parallel.
3. Show that in any right-angled triangle the square which is described upon the side subtending the right angle, is equal to the square described upon the sides which contain the right angle.

Appendix (E.)

Tables exhibiting the Course of Instruction in the Daily Lesson Books and Gallery Lessons in the Model Boys' School.

I.—Reading Lessons in Book No. 3, Poetry, in Class-room No. 1—9¼ to 9¾.
Ditto Prose, in Class-room No. 1—2 to 2¾.

Monday .	Page 8	20	32	44	56	68	80	92	104	116	128	140	152	164	176
Tuesday .	10	22	34	46	58	70	82	94	106	118	130	142	154	166	180
Wednesday	12	24	36	48	60	72	84	96	108	120	132	144	156	168	182
Thursday .	14	26	38	50	62	74	86	98	110	122	134	146	158	170	184
Friday .	16	28	40	52	64	76	88	100	112	124	136	148	160	172	186

II.—Gallery Lessons to the Juniors at Quarter-past 10 o'Clock, in the Class-rooms Nos. 1, 2, 3.

| Object and Moral Lessons in Class-room No. 1. Daily Lesson Book No. 1. | | |

III.—Daily Lesson Books Nos. 1 and 2, in Class-rooms Nos. 1, 2, and 3, from 11 to 12 o'Clock.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Monday . .	16	22	28	34	40	10	16	22	28	34	40	46	52	58	64	70	76	82	88	94	100
	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Tuesday . .	17	23	29	35	41	11	17	23	29	35	41	47	53	59	65	71	77	83	89	95	101
	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Wednesday . .	18	24	30	36	42	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102
	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Thursday . .	19	25	31	37	43	13	19	25	31	37	43	49	55	61	67	73	79	85	91	97	103
	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Friday . . .	20	26	32	38	44	14	20	26	32	38	44	50	56	62	68	74	80	86	92	98	104
	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	21	27	33	39	45	15	21	27	33	39	45	51	57	63	69	75	81	87	93	99	105
	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	3rd Class.		4th Class.			5th Class.								6th Class.							

IV.—*Afternoon Lessons of Seniors in Class-room No.* 1.

Grammar Lessons in Draft, 2 to 2¾ P.M. daily.

Draft 1. 2. Cornwell's Grammar for Beginners, pp. 9—19 inclusive.
3. „ „ 20—33 „
4. „ „ 34—49 „
5. „ „ 50—63 „
6. „ „ 63 to the end.
7. Anglo-Saxon Roots, first 3 cols. (Allen and Cornwell's Larger School Grammar).
8. „ last 3 cols. „

Geography Lessons in Draft, 2¾ to 3½ P.M.

Cornwell's School Geography:—

Draft 1. 2. Introduction . . . . . pp. 7—18
3. Europe . . . . . 19—30
4. England (Physical) . . . . . 31—44
5. England (Political) . . . . . 44—53
6. England (Political) . . . . . 54—67
7. Scotland . . . . . 68—79
8. Ireland . . . . . 80—88

V.—*Afternoon Lessons of Seniors in Class-room No.* 2.

Geography and History Lessons at 2 to 2¾ daily.

Monday, Wednesday, and Friday.

Draft 1. Geography . . . . . pp. 138—191
2. Daily Lesson Book IV.
3. Geography . . . . . 301—317
4. „ . . . . . 248—271
5. „ . . . . . 272—300
6. „ . . . . . 231—247
7. „ . . . . . 89—137
8. „ . . . . . 192—230

Tuesday and Thursday.

Draft 1 to 8. Historical Lessons in Daily Lesson Book IV.

Grammar Lessons, 2¾ to 3½.

Allen and Cornwell's School Grammar:—

Draft 1. Etymology: Sorts of Verbs.
2. Syntax: Rules of the Nominative.
3. Rules of Objective, Possessive, Apposition.
4. Pronouns.
5. Adjectives and Articles.
6. Adverbs, &c., to end of p. 150.
7. Remainder.
8. Recapitulation.

VI.—*Afternoon Lessons of Seniors in Class-room No.* 3.

Lessons in Daily Lesson Book IV., in Drafts, 2 to 2¼ P. M. daily.

Draft.	M.	Tu.	W.	Th.	F.	M.	Tu.	W.	Th.	F.	
1. Mechanics . .	40	44	50	54	60	40	44	50	54	60	..
2. Pneumatics . .	64	70	74	80	84	90	94	100	104	110	..
3. Optics . . .	114	120	124	130	134	114	120	124	130	134	..
4. Electricity . .	140	144	150	154	160	164	170	174	180	184	190
5. Geology . . .	194	200	204	210	214	220	224	230	234	240	244
6. A. and V. Phys. .	250	254	260	264	270	274	280	284	290	294	..
7. Natural History, 1	16	36	56	76	96	116	136	156	176	196	..
8. Natural History, 2	156	176	196	216	236	256	276	236	256	276	..

NOTE.—As these Drafts are moved up monthly, these lessons will be read twice during that time.

Composition, 2¼ to 3½.

Draft 1. Cornwell's Young Composer, pp. 7—14 inclusive.
2. „ „ 15—31 „
3. „ „ 32—47 „
4. „ „ 48—55 „
5. „ „ 56—67 „
6. „ „ 68—77 and Appendix 1.
7. „ „ 78—90 and Appendix 2.
8. „ „ 91—113

VII. Arithmetical Exercises in the "Calculator" out of School Hours.

Sums to be worked at home by the Boys forming the Arithmetic Drafts on the Lower side of the Great School-room.

—	Page in Calculator.	Tu.	W.	Th.	F.	M.	Tu.	W.	Th.	F.	M.	Tu.	W.	Th.	F.	M.	Tu.	W.	Th.	F.
Addition	14	1, 2	3, 4	5, 6	7, 8	9, 10	12	11, 13	14, 16	15, 17	1, 2	3, 4	5, 6	7, 8	9, 10	12	11, 13	14, 16	15, 17	..
Subtraction	16	1, 2	3, 4	5, 6	7, 8	9, 10	11, 12	13, 14	15, 16	17, 18	19, 20	21, 5	6, 7	8, 9	10, 11	12, 13	14, 15	16, 17	18, 19	20, 21
Multiplication	19	1, 2	3, 4	5, 6	7, 8	9, 10	11, 12	13, 14	15, 16	17, 18	19, 20	21, 22	23, 24	11, 12	13, 14	15, 16	17, 18	19, 20	21, 22	23, 24
Division	23	1, 2	3, 4	5, 6	7, 8	9, 10	11, 12	13, 14	15, 16	17, 18	19, 20	21, 22	23, 24	11, 12	13, 14	15, 16	17, 18	19, 20	21, 22	23, 24
Compound Addition	27	1	2	3	4	5	6	7	8	9	10	11	12	6	7	8	9	10	11	12
Compound Subtraction	30	1, 2	3	4	5, 6	7	8	9	10, 11	12	13, 14	1, 2	3, 4	5, 6	7	8	9	10, 11	12	13, 14
Compound Multiplication	38	1, 3	2	4, 5	6, 7	8, 9	10	11, 12	13	14	1, 2	3, 4	5, 6	7, 8	9, 10	11, 12	13, 14	9, 10	11, 12	13, 14
Compound Division	41	1, 2	3, 4	5, 6	7, 8	9, 10	11, 12	13, 14	15, 16	17, 18	19, 20	21, 5	6, 7	8, 9	10, 11	12, 13	14, 15	16, 17	18, 19	20, 21

Sums to be worked at home by the Boys forming the Arithmetic Drafts on the Higher side of the Great School-room.

Weights and Measures	46	1—3	4, 6	7, 9	10, 12	13, 15	16, 18	19, 21	22, 24	25, 27	28, 30	31, 33	34, 36	37, 39	40, 24	25, 28	29, 31	32, 34	35, 37	38, 40
Reduction	52	1—4	5, 8	9, 12	13, 16	17, 20	21, 24	25, 28	29, 32	33, 36	37, 40	41, 44	45, 48	49, 52	53, 33	34, 35, 38	39, 42	43, 46	47, 50	51, 54
Rule of Three	59	1—3	4, 6	7, 9	10, 12	13, 15	16, 18	19, 21	22, 24	25, 27	28, 30	31, 33	34, 36	37, 39	40, 42	44, 32	33, 35	36, 38	39, 40	42, 44
Double Rule of Three	63	1, 2	3, 4	5, 6	7, 8	9, 10	11, 12	13, 1	2, 3	4, 5	6, 7	8, 9	10, 11	12, 13	1, 2	3, 4	5, 6	7, 8	9, 10	11, 13
Tare and Tret and Practice.	65	1—4	5, 8	9, 11	Page 67. Case1	Case2 1, 4	5, 8	9, 12 Page 74	Case 3, 1, 4	5, 8	9, 12	Case 4 1, 4 Page 75,	5, 8	Case 5, 1, 4	5, 8	Case 6 1, 4 Page 76,	Case 7 1, 4	5, 8	Case 8 1, 4	Case 9 1, 4
Simple Interest, &c.	72	1—3	4, 6	7, 9	10, 12	13, 15	16, 18	1, 3	4, 6	7, 9	10, 1, 2	1, 3	4, 6	7, 9	10, 1, 2	1, 3	4, 6	7, 9	4, 6	7, 9
Compound Interest, &c.	77 & 81	1—3	4, 6	7, 9	10, 12	13, 15	16, 18	19, 21	22, 24	25, 27	28, 30	31, 33	34, 1, 2	3, 6	7, 10	11, 14	15, 18	19, 22	23, 26	27, 30
Vulgar Fractions Decimal Fractions Mensuration, Square and Cube Roots. Miscellaneous Questions and Algebra.	These Drafts do not move monthly, but still take four sums every evening.																			

Note.—The numbers here do not correspond with those given in the "Calculator," but with their position with regard to the first sum mentioned.

Appendix (F.)

Examination Papers on the Art of Teaching and Governing in a School, answered in the Normal School for Young Men, 5th March, 1847.

I.—*Answered by J. Lockwood.*

How will a teacher best establish his authority in a school?—

1st. by characterizing all he does and says with firmness and decision; every command should be given in a decided tone of voice and never repeated but always obeyed.

2ndly. He should act with impartiality and justice to all, and always have a good reason for evry thing he insists upon.

3rd. He must convince the children that he is their friend, and is doing all for their good.

4thly. He must be very cautious in his promises and threatenings, and never make either, without promptly fulfilling them.

5. He must so acquaint himself with what he has to teach, as to convince the boys that he fully understands what he teaches them.

6. He must be absolute, but not tyranical; kind, but not indulgent.

What will especially demand your vigilance in giving a collective lesson?—

1. that you have a good knowledge of your subject.
2. that your subject combine interest with instruction.
3. that it be delivered with energy and spirit.
4. It should be inductive—many elipsis.
5. should be much individual questioning.
6. well recappitulated. 7. Illustrated with Models and Drawings.
8. characteristic words should be spelt.
9. your boys should be about the same standing in knowledge. 10. Not too long.

How will you endeavour to have good monitors?—

1st. by a judicious selection and a judicious appointment to those offices for which they are best adapted.

2ndly. by paying great attention to their training.

3. by teaching them, as far as possible, the importance of their office and work.

4. by teaching them to look for principles in all things to find out the *why* and *wherefore.*

5. by exciting their admiration of what is sublime and beautiful in nature and art.

6. by inciting them to the practice of what is gentle, and lovely, and forbearing.

7. by honouring them with your confidence.

8. by setting before them an example worthy of their immitation.

State some of the uses of the monitorial system and of the defects which may be indulged under it?—

1st. it is economical.

2ndly. monitors are better able to sympathise with the difficulties of their pupils than an adult, and consequently better able to assist

them, seeing they have so lately encountered and overcame those difficulties.

3rdly. a judicious teacher may so act upon the minds of his monitors as that they shall partake of his manner, his mode of explaining, his entire *self* as to have an influence almost as direct as though he was present in the class.

4. boys learn more fully the necessity of thouroughly understanding everything they read and hear by having it to teach. 5thly. in teaching they always learn.

Among the defects, are—1st. An idle teacher may trust that work to boys which he ought to perform himself.

2. by trusting too much to the judgement of monitors, some boys may be kept in drafts where they have no exercise for their minds, while others are promoted before they are fit.

3rdly. without care, boys may only have superficial, where they ought to have real, knowledge.

4. Without prudence in the teacher it may be made a fruitful scourse of evil to the monitors themselves, by planting within them an insubordinate, haughty, despotic spirit, which, by its being accustomed to rule, shall in some measure, spoil them for servants and subjects.

How will you endeavour to get good reading in a school?—

1st. by reading the passage over yourself.

2. by pointing out the meaning and spirit of the author.

3. by teaching the boys to immitate nature, to speak the sentence in their own language, in the same manner as they would do it to their Father or brother.

4. have the word or prase oft repeated until it is read right.

What will demand your special attention in the arithmetic classes?—

1st. that the rule is well explained and understood, the reason for every step should be shown as you proceed, and the boys themselves should be required to give this reason.

2. boys should never be removed to a higher rule until they are well master of the lower.

3. should occasionally give sums in a lower rule without informing them, and thus test the accuracy of their knowledge.

How do you propose to minimize corporal punishment?—

1st. by so economising your resourses as to have abundant means of punishment without it.

2. by ruling by love as much as possible.

3. by making it your last resource.

II.—*Answered by William Wood.*

How will a teacher best establish his authority in a school?—

1st. By having it understood from the first that he will be obeyed. 2nd. By good arrangements and carrying them out with vigour. 3rd. By rigid self-government. 4th. By maintaining as much latent power as possible. This may be done in various —— as by gaining the co-operation of the parents, and Committee. 5th. By showing that he is really interested in the welfare of the children, by visiting the sick, going sometimes to enquire after the character of the situations for which boys are about

to be engaged, &c., and in every way showing himself to be a benefactor of his race.

2. What will especially demand your vigilance in giving a collective lesson?—

Good order, which may be maintained by keeping all the boys engaged with filling up numerous elipses, answering individual questions, which will, for the most part, be given to the seemingly inattentive. Endeavouring to bring the subject of the lesson into such a simple form as to be understood by all, furnishing as much information as can be taught in the time and no more. Proper divisions of the boys, &c. so as to have boys together of nearly the same capability.

3. How will you endeavour to have good monitors?—

1st. By a judicious choice. 2nd. By good training, in order to which I would have two sets.

4. State some of the uses of the monitorial system, and of the defects which may be indulged under it.—

The most obvious use of the monitorial system is, the comparatively small expense at which a large number of children may be taught. With a good set of monitors, all the children may be kept employed though a school contain 400 or 500 children, whereas without them the children must remain idle a great part of the time, or the expense must be enormous. 3rd. Whilst the monitors are engaged in teaching, they are turning the nail of instruction which they have previously received from the teacher; or, if we may compare instruction received to a bolt, it is like screwing a nut on the opposite side. For what we are once able to communicate well we seldom lose. The defects are as follow, If boys are not well looked after, they will waste a great deal of their time in the drafts, in doing nothing, or in play. In some cases, they will take bribes, and on that account act unjustly. They from the position which they occupy, have considerable influence, which, if the teacher is not able to bring into a channel of his own digging may and will be used against him and the order of the school.

5. How will you endeavour to get good reading in a school?—

By cultivating it among the monitors in the following manner: If a boy makes a mistake, tell the next boy to correct him—if he fail, the next, and so on through the class—if needful; if the whole class fail, I will point out the error and let the boy correct it before he goes on further with his reading. By allowing boys who correct others to take the place of the boy who was wrong. By having the words in the portion read well understood before reading. By having the portion read short and defined before reading. By sometimes allowing boys to write a tale which they know and then read it, and compare the reading with the telling of it. Sometimes have the monitors standing at the ends of the desks upon the forms and read aloud, while the rest of the school is engaged at some quiet exercise, as writing. By commending those who attempt to improve in reading.

6. What will demand especial attention in the arithmetic classes?—

Having all the boys in one draft on nearly equal attainments. The

the drafts be not too large, *i. e.* not more than eight or ten in a draft. That one rule be well understood before boys are moved to another. That boys be not allowed to copy from one another. That in order to test the ability of boys, questions be sometimes put by the teacher, and worked in his presence. That sums be first worked upon the blackboard and afterwards by each particular boy. The children should be taught the principles of arithmetic, as early as they can understand them, in connection with the practical part, that they may he furnished with reasons as well as rules.

7. How do you propose to minimize corporal punishments?—
   By observing the order of the school, and making it known that I am observing it. By keeping boys instead of using the cane. By sometimes furnishing a task at the close of the school, as one of the rules to write a certain number of times, or a number of words on a spelling card to learn, &c. By never allowing a fault to go unpunishd.

III.—*Answered by W. Holder.*

1. How will a teacher best establish his authority in a school?—
   By firmness in all his proceedings; but this must be mingled with mildness of manner.
   By seeing that all his commands are promptly obeyed.
   By always fulfilling both promises and threatenings, and By showing, by all his actions, that he loves his boys, and is desirous of their welfare.
2. What will especially demand your vigilance in giving a collective lesson?—
   A collective lesson should be characterized by much individual questioning. The boys to whom the lesson is given should be of about the same capacity. The subjects should be definite and well arranged, and illustrated by objects, models, or diagrams. If moral subjects, they should be dealt with in a serious manner.
3. How will you endeavour to have good monitors?—
   By observing the habits and dispositions of boys, both in and out of school, prior to selecting them the office.u
   By having a seperate class for their special instruction in the art of teaching.
   By frequently teaching in their drafts, and let them *see* as well as hear, how they ought to teach.
   By consulting their feelings, and freely conversing with them on subjects connected with the working of the school.
   By rewarding the diligent, and endeavouring to instill into their minds a love for the work.
4. State some of the uses of the monitorial system, and of the defects which may be indulged under it.—
   One great advantage is, that the boys are constantly employed, which they could not be under one teacher without the assistance of monitors.
   Economy. A great number can be taught by one individual by the aid of monitors, whereas without them adults must be employed.
   The boys are under constant supervision.

Monitors can simplify their language and explain the difficulties of a class much easier than an adult.

The teacher may trust too much to his monitors: without constant supervision they will not teach effectually. They may become capricious in the management of their drafts, promoting some to the total neglect of others; but these may be overcome by watchfulness on the part of the teacher.

5. How will you endeavour to get good reading in a school?—

By paying special attention to the reading of the monitors.

When a sentence is read incorrectly by a boy he must not only be corrected, but the monitor, or some other boy, should read it for him, then let him read it again.

Teach them to look at the sense of what they are reading rather than at the stops, and in order that they may see this all difficult parts in the lesson must be explained during the reading.

6. What will demand especial attention in the arithmetic classes?—

A classification of the boys according to the amount of knowledge possessed by each.

That the principles of the rules should be thoroughly explained, and numerous questions put, to see of these are understood.

To see that the boys are thoroughly versed in the fundamental rules.

To have the sums worked neatly, but with some despatch; let as much be done mentally as possible.

7. How do you propose to minimize corporal punishments?—

Boys are moral beings, and should be dealt with as such; if a boy commits a fault he should be privately reproved by the master, and shown the evil of his conduct. Punishment should seldom be inflicted immediately on the commission of the offence; let the boy see that he is noticed, and the suspense will sometimes be a sufficient punishment. If in spite of all remonstrance the boy continues to rebel the teacher should consult his parents, and with their permission he must, as a last resource, resort to corporal punishment; but if they refuse he must be expelled the school.

IV.—*Answered by William Cook.*

1. How will a teacher best establish his authority in a school?

By enforcing the obedience of all commands. By never repeating a command untill the first is obeyed. By adhering strictly to all threats and promises. By dealing impartially with all the children. By the observance of order in all the arrangements of the school. By seeking occasions of commending the boys who are the most persevering. By having a constant employment of the boys and keeping a constant supervision over them. By letting his actions towards the children prove that he is their friend, and has their welfare at heart.

2. What will especially demand your vigilance in giving a collective lesson?

Useful information, good arrangement of the subject, plain and easy delivery, a complete supervision, numerous ellipses, to be supplied by the whole gallery, the spelling of the characteristic words, and giving the roots, frequent recapitulation, much indi-

vidual questioning to test the efficiency of the teaching, should not be content in a gallery of 100 with teaching 99 but must teach the 100, put questions to boys who are not attentive in order to secure their attention, and let the lesson be illustrated by specimens, diagrams, &c.

A constant use of the black board, when the lesson requires it.

3. How will you endeavour to have good monitors?

By training them, that is, devoting one hour or more per day as the case may require to their instruction. By making choice of the boys of good moral character, and of superior tact for teaching. By granting them superior priviliges such as lending them books, bestowing suitable rewards, &c., in short, by endeavouring to make the office a desirable one from right motives.

4. State some of the uses of the monitorial system and of the defects which may be indulged under it?

It is more economical. Boys are better able to convey ideas and to simplify them than adult teachers, where the monitorial system is carried out properly it proves the most economical and successful method of teaching.

It may prove an evil if the teacher depends too much on the monitor. He should not allow a monitor to punish a boy, to receive bribes, or to teach lessons of his own choosing.

The teacher should award all punishments, appoint all lessons, and have a constant supervision of the proceedings of each draft, or it will be a disorderly school.

5. How will you endeavour to get good reading in a school?

By requiring all faults to be corrected not only by another boy but by the boy who committed the error, when the word has been corrected require the sentence to be read through, sometimes allow it to be corrected by the whole class.

Have but little regard for the stops as they are written, but be guided by the sense of the sentence.

Pay attention to the proper inflection of words and sentences.

The reading should be plain and distinct in a moderate tone of voice, and frequent short pauses.

6. What will demand especial attention in the arithmetic classes?

In the lower classes should commence teaching by objects as marbles, &c. Thus John has 4 marbles and James 6, how many have the two got, then show them what is true, with regard to marbles is true, with any other object as lbs., bushels, &c.

This same principle is necessary in the higher classes to simplify the various rules, should never teach them anything without showing them why it's so.

7. How do you propose to minimize corporal punishment?

By endeavouring as much as possible to remove the cause.

V.—*Answered by Alfred Sharp.*

1. How will a teacher best establish his authority in a school?

By firmness in giving commands and in having them obeyed, letting the boys *feel* that you are their friend and that you are benefitting them by instructing them, as it will make them more fitted for

the duties and requirements of life. Being strictly impartial towards them, and by showing that the necessity to punish makes you more sorrowful than angry by taking opportunities for commending the boys.

2. What will especially demand your attention in giving a collective lesson?

That you have the attention of every boy that all shall be learning something, and that good order may be maintained, that you test what you are doing and what the boys are learning by a careful recapitulation inducing answers from the boys.

3. How will you endeavour to have good monitors?

By a careful selection of the number of boys you will require, choosing them according to their acquirements and disposition, by carefully training them in the art of teaching and questioning, teaching them to illustrate and explain their subjects so as to bring them within the comprehension of the boys they are teaching, and instructing them how to draw out answers from the boys. By treating with confidence and respect, and leading them to feel the importance, advantages, and responsibility of their office.

4. State some of the uses of the monitorial system, and of the defects which may be indulged under it?

It is more economical as more boys can be taught at once. A great assistance in maintaining order, they can bring ideas better within the capacity of children than adults. If they be well trained they reflect the mind and principles of the master, thus there will be one mind working thro' the whole system where as if there were more adults, this would not be the case, as the feelings and opinions of adults are more fixed and would be so much more difficult of removal.

There may be a brief opportunity for indolence on the part of the master as he would be able to throw much of the work on the monitors which requires his personal attention, there are opportunities for boys of bad disposition who are monitors, to take bribe, and then suffer the boys under them to neglect their duties. It is giving a power into the hands of one who is young and likely to abuse it.

5. How will you endeavour to get good reading in a school?

By teaching the monitors well, and going into the classes, and show the boys the principles of good reading, that they should read as they would speak, insist on clearness and distinctness in the tone of voice, letting the boys correct one another's defects, as this will have a more extended benefit than the correction from the teacher.

6. What will demand especial attention in the arithmetic classes?

That the principles are properly taught before the boys begin to work and that they are efficient in the rule before they are advanced, that objects should be used in the lower classes to assist the minds of the children in understanding.

7. How do you propose to minimize corporal punishment?

By kind and firm maintainance of order, by appealing to the sense of honour and justice of boys, and by leading them to form principles of virtue to actuate them in all they do, to avoid stiring up

the evil feelings of the boys, so as to render them obstinate or in any way refractory, and do strive to do away with every necessity for corporal punishment, which should only be resorted to when all other means fail.

VI.—*Answered by James J. Brown.*

1. How will a teacher best establish his authority in a school?

The teacher must, in the first place, be determined that he will be master. He must not go to school, doubting whether he intends having the mastery or not. Having made up his mind about it he must,—1st. Never give a command twice. 2nd. He must not give commands in loud voice. 3rd. Never speak passionately, but with kindness, and with firmness. 4th. He must endeavour to draw out the affections of the children towards himself. Get the children to render the obedience of love, rather than the slavish service of fear. Use as little corporal punishment as possible. Deal with the children impartially. Never say you will punish without doing so. Let the children feel that they are always under the teacher's observation.

2. What will especially demand your vigilance in giving a collective lesson?

You must be very careful that you have the attention of all the boys; if you have a hundred boys don't rest satisfied in teaching ninety-nine. Pay particular attention to the dullest and most careless. Have much individual questioning. Recapitulate part by part. Have the characteristic words spelt. Take care that the lesson is well prepared, and, if necessary, illustrated by diagrams, so that the children may see as well as hear. The language must be simple.

3. How will you endeavour to have good monitors?

1st. By making a judicious selection; keeping a memorandum of boys you think best suited to the office. 2nd. By training them well, and frequently teaching in the drafts yourself to set them an example. If the teacher is a good one, the monitors, if judiciously selected, will be good ones; if they have the teachers' example. 3rd. Have two sets. 4th. Have a set time for teaching them. Endeavour to make them question well. Set two classes of monitors to question each other; so that one may try to outquestion the other. Explain to them the principal of every subject they have to teach. Consult them occasionally on school affairs; so that they may feel that they are working with the teacher.

4. State some of the uses of the monitorial system, and of the defects which may be indulged under it?

1st. Economy. By this system, one man can operate upon many more minds, than he could on the old systems. It keeps the boys employed. If one attend to a number of boys, many of them must necessarily idle a good part of the day. It ensures better order, by keeping all engaged. It enables the master to pay greater attention to the elder boys. Boys can better sympathise with each other, and understand each other, than they would the teacher. The monitors are also much benefitted.

It disciplines their minds. As to the defects:—1st. With respect to the master; it may induce him to become lazy. As to the boys; unless the monitors are the right sort they will play with the boys instead of instructing them. The monitors are also liable to act tyrannically. They are liable to bribes. The teacher must carefully watch them. The monitors should, above all, be truthful, industrious, impartial, any deviation should be immediately noticed.

5. How will you endeavour to get good reading in a school?
   1st. You must read well yourself. 2nd. By getting them read in the same way as they speak. If a boy is reading in a monotonous manner, ask him to tell you something, and then say why don't you read in the same way as you speak. The boys must correct each other, rather than be corrected by the teacher. Frequently read passage containing notes of interrogation, exclamation, &c.
6. What will demand especial attention in the reading classes?
   That the principles be explained, and the reason exercised before a rule is given. We should not deal wholly in abstractions; but teach by sensible objects, especially in the lower classes. Question boys at every step, and get them to give you the why of everything. Endeavour to make them quick, and correct in all their operations. Try to make it a process of mental discipline rather than a dry study of abstract numbers.
7. How do you propose to minimize corporal punishment?
   By letting the boys see that you resort to it as the last means, and also with great pain. By endeavouring to exercise the reason on the subject, and showing them the folly of misbehaving. Before you resort to it take a boy in private, and reason with and even pray with him, it may be that this will have the desired effect. Never punish in a passion; but take time to think about it. Set before the boys the advantage of good conduct, and endeavour to make everything so interesting, as boys wont have time to misbehave.

Appendix (G.)

Examination Papers on the Art of Teaching and Governing in a School, 25th March, 1847.

I.—*Answered by Anne Skinner.*

1. How will a teacher best establish her authority in a school?
   By obtaining the good opinion of the children; by winning their affection, and inducing them to feel that their benefit is the object you are seeking; by firmly resisting the least approach to insubordination.
2. What will especially demand your vigilance in giving a collective lesson?
   That the answers do not come from a few of the most clever children,

and that all to whom the lesson is being given are interested in and attending to it.

3. How will you endeavour to have good monitors?
   By training them apart from the rest of the school, as well as watching and encouraging them in it.
4. State some of the uses of the monitorial system, and of the defects which may be indulged under it?
   The monitorial system is the most economical plan for teaching the masses of the people. It relieves the teacher of mechanical labour, and is beneficial to the monitors, by fixing in their minds what they have learned, as well as stimulating them to the acquirement of knowledge, and inducing habits of thought. Its effects of the scholars are good, inasmuch as a child can suit instruction to a capacity like its own better than an adult can do. The defects likely to be indulged in are the too great reliance of the monitors by the teacher, and a spirit of pride in the monitor left to themselves, children will be apt to abuse the authority deputed to them to gratify partiality or dislike.
5. How will you endeavour to get good reading in a school?
   By employing good readers to teach the reading drafts, and giving a correct emphasis.
6. What will demand especial attention in the arithmetic classes?
   That the tables are committed to memory, and every rule understood before it is left.
7. How will you convey to children the first notions of geography?
   By leading them to observe the positions of familiar objects in relation to the Sun and points of the compass.
8. What powers of the mind should an object lesson be directed to cultivate?
   Attention, observation, and reflection.

II.—*Answered by E. Hersee.*

1. How will a teacher best establish her authority in a school?
   By blending firmness with kindness in her teaching, and having all her commands obeyed, which will secure the affection and attention of the children.
2. What will especially demand your vigilance in giving a collective lesson?
   Attention to hands; simultaneous answers; ellipses; individual questions; an abstract of the lesson on the black board; and the manner of the teacher energetic and pleasing.
3. How will you endeavour to have good monitors?
   By taking great care in training them; allowing them to question each other in what they have been taught, which will assist them in imparting the instruction they have received.
4. State some of the uses of the monitorial system, and of the defects which may be indulged under it?
   It keeps the children constantly employed. In a large school it would be impossible for the teacher to do this without assistants. The desire of improvement, in order to obtain the office of monitor, proves very very effectual. On the contrary, if the monitors are not

well trained, and the teacher does not hold in higher estimation than the children, it is ineffectual.

5. How will you endeavour to get good reading in a school?
   By reading correctly ourselves before the children, and insisting upon their reading distinctly and loudly; being particular in punctuation and emphasis.
6. What will demand especial attention in the arithmetic classes?
   Numeration and fractional parts.
7. How will you convey to children the first notions of geography?
   Illustrate the globe by anything circular, such as an orange.

III.—*Answered by Ellen Place.*

1. How will a teacher best establish her authority in a school?
   By maintaining a uniform course of kindness, combined with firmness, and on all occasions observe strict impartiality.
2. What will especially demand your vigilance in giving a collective lesson?
   To have the children under entire supervision, and take care to preserve self-possession, otherwise much information may be forgotten, or communicated in an uninteresting manner.
3. How will you endeavour to have good monitors?
   By setting them a good moral example; allowing them advantages over the other children, by means of any apparatus the school, or my own resources will furnish; and labouring to train them off school hours.
4. State some of the uses of the monitorial system, and of the defects which may be indulged under it.
   In a large school it would be impossible for the teacher to instruct each child individually; so the monitors assist her: it is useful also to the monitor herself, because, in acquiring information in order to teach, she will study every subject more thoroughly than otherwise. Two defects to which monitors are prone, are partiality and bribery.
5. How will you endeavour to get good reading in a school?
   By giving a good specimen; in continually reading every paragraph before the girls; and train them to observe proper punctuation, emphasis, intonation, &c.
6. What will demand especial attention in the arithmetic classes?
   To take care that they understand principles; everything should be well explained, that they may know why they work by a given rule.
7. How will you convey to children the first notions of geography?
   I should like a terrestrial globe, or, in case of that being inaccessible, would take an orange to illustrate the earth's rotundity.
8. What powers of the mind should an object lesson be directed to cultivate?
   The reflective powers more particularly.

IV.—*Answered by Maria Beckwith.*

1. How will a teacher best establish her authority in a school?
   By showing that she is possessed of talents; by being uniform in her conduct; by acting with impartiality and kindness towards the children; and letting them see that she has their interest at heart.

These qualities, combined with firmness and patience, will obtain the teacher authority in her school.

2. What will especially demand your vigilance in giving a collective lesson?

In giving a collective lesson, it will be necessary that the teacher obtain perfect order; her manner must be energetic; the most inattentive girls should frequently be called upon to answer the questions; this will in a great measure preserve order; not one girl should escape the teacher's notice; when answers are intended to be simultaneous, every child should be made to answer; the lesson should be recapitulated.

3. How will you endeavour to have good monitors?

Monitors should be trained with particular care by the teacher in the various duties of each class; they should be encouraged, so that they do not feel their office irksome, but rather a privilege; the teacher should herself be a pattern for them in every respect.

4. State some of the uses of the monitorial system, and of the defects which may be indulged under it.

The monitorial system has many benefits; one is, that being children, they understand the capacities and ideas of children, and are therefore able to sympathise in their difficulties even better than the teacher; their language will be simple, and familiar to the children. Too much must not be trusted to the monitors, or this will make the system an evil, as they will be neglectful; but the teacher should superintend every class.

5. How will you endeavour to get good reading in a school?

In reading, the children should be allowed to correct each other; they should not read quickly, nor in a monotonous tone. Particular attention should be paid to the stops.

6. What will demand especial attention in the arithmetic classes?

In teaching arithmetic, the very first rules should be thoroughly explained before they proceed to the more advanced rules.

7. How will you convey to children the first notions of geography?

By impressing their minds with general ideas of their own country; interest them different places with which they may be acquainted on the map.

8. What powers of the mind should an object lesson be directed to cultivate?

The design of an object lesson is to cultivate the thinking powers of the mind.

V.—*Answered by Elizabeth Smith.*

1. How will a teacher best establish her authority in a school?

First, by securing the love of her children; and then, showing them that by the talents she possesses, and the ability she has to teach, she will expect them to obey in everything required. In order to accomplish this, she herself must have a competent share of information, and keep herself in her proper station, as it respects the monitors and the whole of the school.

2. What will especially demand your vigilance in giving a collective lesson?

As it respects the children, attention to hands, individual questions,

and simultaneous answers; the teacher to possess self-confidence, a good amount of useful information, and to be energetic and pleasing in her manner.

3. How will you endeavour to have good monitors?
   By securing children best suited, and training them well in all the different parts of the system; then making one of them impart it to the class in your presence, and correcting and improving all the errors which they may make.
4. State some of the uses of the monitorial system, and of the defects which may be indulged under it.
   By this all the children are kept in action, and the monitors generally have a pleasing manner of interesting them; without this, one part of the school only could be under the eye of the teacher, so that much instruction would be lost.
5. How will you endeavour to get good reading in a school?
   By cultivating in all the classes a very clear, distinct, and correct pronunciation.
6. What will demand especial attention in the arithmetic classes?
   That the children understand the first elements with great preciseness.

Appendix (H).

Meetings of Teachers.

These are twofold:—

1. *Quarterly.* To this meeting all teachers on the British system are cordially invited. It is held in the lecture-room of the institution, on the first Saturday in February, May, August, and November.

An essay (according to previous arrangement) is first read by one of the teachers composing the association, and then free discussion is invited. The subject of the essay must have a practical bearing on the duties or instruction of a school.

2. *Occasional.* These are of a sectional character, and consist of smaller companies of teachers, who meet by special invitation in the committee-room, for tea and friendly conversation.

Public Lectures.

These will consist of single lectures or of distinct courses, on subjects bearing more or less directly on the duties and engagements of the teacher. They will be delivered during the winter, by men eminent in their respective departments, and will be open gratuitously to teachers of schools connected with the Society, and, as far as the capacity of the lecture-room will admit, to Sunday-school teachers.

They are intended to embrace the various branches of natural philosophy, natural history, general history and antiquities, and the philosophy of education.

Due notice will be given to the teachers of the Society, by circular, and, through the Sunday-School Union, to Sunday-school teachers, of the evenings appointed for lectures, and of the mode of obtaining printed synopses.

NORMAL SCHOOL LECTURES.—Winter Course, 1846-7.

To be delivered at the lecture-room of the Society in the Borough Road, on Saturday evenings. (Admission by tickets—not transferable.)

As these lectures are specially intended for the benefit of the teachers of schools connected with the institution in or near London, the issue of tickets will be confined to them.

SYLLABUS.

Lecture I.—By EDWARD COWPER, Esq., Lecturer on Manufacturing Art and Machinery in King's College, London.

(Saturday, November 14th, to commence at half-past six precisely.)

INTRODUCTORY.—A few thoughts on a knowledge of the Useful Arts, and on the means of communicating that knowledge.

Lecture II.—By A. J. SCOTT, Esq., of Woolwich.

(Saturday, November 28th, at half-past six precisely.)

General subject of Mr. Scott's course of Historical Lectures:—The eleventh, twelfth, and thirteenth centuries, as represented respectively by Anselm of Canterbury, by Bernard of Clairvaux, and by the poet Dante.

INTRODUCTORY.—I. Characteristics and advantages of history. Its two great elements, the permanent and the mutable in humanity. Effect on the mind of remoteness in time. The history of Providence, a branch of what is called natural theology. On historical examples of good and evil. The historical method applicable to all branches of human knowledge. II. Outline of European history previous to the period selected for the course.

Lecture III.—By EDWARD COWPER, Esq.

(Saturday, December 12th, at half-past six precisely.)

On PAPER MAKING.—The papyrus. Paper from linen rag; cutting the rag; grinding into pulp; bleaching. Making by hand. The mould, &c. Making by machinery. Pulp-strainer. Fourdrinier's machine for making paper more than a mile in length. Dickson's machine. Sizing. Cutting into sheets. Silk thread in the postage envelopes.

Lecture IV.—By A. J. SCOTT, Esq.

(Saturday, January 16th, at half-past six precisely.)

ELEVENTH CENTURY, as represented by Anselm, Archbishop of Canterbury.—Anselm's private life and character. Monasticism and the clergy in this century. Anselm and William Rufus: the Norman kings in their relation to the clergy. Church and state in this century. Peculiar condition of England. High place of Anselm in the history of theology and metaphysics.

Lecture V.—By EDWARD COWPER, Esq.

(Saturday, January 30th, at half-past six precisely.)

The MANUFACTURE of POTTERY and PORCELAIN.—Preparing the

materials,—clay,—flint, &c. Common red ware—stone ware—white ware—porcelain. Throwing in the wheel—pressing in moulds—burning the ware. Biscuit—glazing—printing—painting—gilding. Diaphorous porcelain. Patent stoppered jars. Singer's Alhambra tesselated work. Saloon of the Reform Club House. Presser's pressed tesselated work.

Lecture VI.—By A. J. Scott, Esq.

(Saturday, February 13th, at half-past six precisely.)

Twelfth Century, as represented by Bernard of Clairvaux.—Bernard's private history and character. Monasticism in France. Its peculiar importance there in this age. Bernard as a theologian. His relation to Abelard. Bernard and the Crown. His relation to Louis le Gros and the Abbot Suger, regent of France. Bernard and the nobles. Bernard and pope Eugenius. The papacy in this age. Relation of Bernard to Arnold of Brescia. His death.

Lecture VII.—By Edward Cowper, Esq.

(Saturday, February 27th, at half-past six precisely.)

The Locomotive Steam Engine.—Steam a source of power either by expansion or condensation. High-pressure engines on railways. Mode of obtaining a great heat in a small space. Admission of steam to the cylinder. Communication of the power from the piston to the wheels. Water-gauge—safety-valve—blast-pipe. Supply of water to the boiler. Reversing the motion of the wheels. Stopping the engine.

Lecture VIII.—By A. J. Scott, Esq.

(Saturday, March 10th, at half-past six precisely.)

Thirteenth Century, as represented by the poet Dante.—History of this century previous to Dante. The imperial family of the Hohenstaufen in their relation to the church. Guelf and Ghibeline.

Literature before Dante. Rise of modern or vernacular European literature in this century. Historians: Villehardouin; Villani. Travellers: Marco Polo. Poetry: Troubadours; Italian poets before Dante. Theology before Dante: Thomas Aquinas; Bonaventura. Dante's personal history in its relation to the politics and theology of his time. His works the opening of a great era.

Report on the State of Education in the County of Ayr, by John Gordon, Esq., Her Majesty's Inspector of Schools in Scotland.

SIR, Edinburgh, December, 1846.

I HAVE the honour to present to my Lords the Report, which, according to their instructions, I have prepared, on the state of education in the county of Ayr, as lately ascertained by personal inspection.

One object of the inspection has been already accomplished by the communications in regard to the condition of the schools which have already been made to the ministers of the respective parishes. It remains to convey to my Lords that more general information which is desired, both as to the means of education which have been provided, and as to the manner in which they appear to have been employed.

Other districts of Scotland may be, to some extent, exemplified in this: to what extent, may be judged upon observing how far the circumstances are the same. In this view, it may be noticed, that each of the three great branches of industry, agriculture, mining, and manufactures, is pursued in this county with much activity, and employs a large part of the population. An extensive line of sea-coast gives rise to seafaring and fishing occupations for another considerable part. The urban population is very numerous, presenting all the diversity of pursuit, in profession, trade, or handicraft, proper to towns numbering from 1000 to 25,000 inhabitants. It is observed, in general, that those who profit least by the means of instruction within their reach, are the children of the manufacturing workmen; that is, in this county, of the hand-loom weavers, a very numerous body, whose earnings are small and precarious, and whose work can be assisted by the young at very early years. A little more favoured in this respect, and in consequence of the late Act of Parliament, is the mining population; still more, and of its own accord, the agricultural; but it is in towns where the schools are found to be attended, in general, with the greatest regularity and for the longest period. In proportion, it is repeated, as other districts resemble this in the description of their industry, they may be supposed to partake of its character in respect of education.

The population of the county by the last census amounted to 164,356. The number of schools of all kinds is about 200.

Nothing is more gratifying in what has now to be stated than the fact that schools of one description or another are easily accessible to the entire population of the county; showing that education is everywhere felt as an interest for which it is needful to provide, a natural want which behoves to be in some manner supplied.

In some places, indeed, the schools are more numerous than

they need to be in respect of the amount of the population; and there is room for the exercise of a choice in the resort. The causes of this abundance are various. First, in densely peopled situations, where more schools than one have necessarily been opened, it is inevitable that they fall into competition from mere proximity. Again, the competition takes place intentionally, where there is a dissatisfaction, well or ill grounded, with some existing school, it may be for the manner in which it is conducted, or for its particular constitution, management, or connection. Again, a school may have been established for a particular kind of instruction not to be obtained elsewhere, or for a certain class of children in whose welfare the patron may have been specially interested. Of this sort are the schools of female industry, and those intended for the children connected with some manufacturing or mining work. Gradually these schools lose their exclusive character, whether as regards the subjects of instruction, or the class of pupils they receive; and then they occupy, in part, the ground which had been already occupied by others. Lastly, the number of teachers settling upon their own adventure is sometimes greater than is requisite, from the mere necessity of their finding occupation. In these several ways, there is sometimes produced an excess in the means of education, or, more strictly speaking, in the number of the schools.

In the situations now referred to, the number of the schools might sometimes be reduced with advantage; for there are circumstances in which the competition occasions mutual injury, and rather hinders than promotes efficiency. The number certainly had been less, if they had originated from a Board consulting, at large, for the wants of the locality. The instruction, in these instances, suffers inevitably from the insufficiency of the teachers' recompense. But more than this; the attendance may be too small to afford some of those advantages which a public possesses over a private education. It may be so small as to afford neither scope for the master's energies, nor that full play of intercourse to the pupils with their fellows, in which, when fitly regulated, no inconsiderable part of the advantage of a public education consists. The more common case is certainly an excess of numbers; but the fault is sometimes as plainly upon the other side.

It may be remarked, that one result of the application of the Parliamentary grants for education appears to be, to lessen the instances of an undue number of competing and not very useful schools, by giving to one the advantage of superior accommodation, and thereby inducing a greater resort to it,—to the effect, it may be, of superseding others, but to the effect at the same time of bettering the education of the place.

It may be added, with the view of showing, not the consequence of competition, but the great degree of interest in education which is common in this county, that it has been deemed worth while to

set on foot and encourage twelve schools of those now to be referred to, which are frequented by not more than thirty pupils each. In other parts of Scotland, where children of the school age are not more nor less numerous, it is understood that, if taught at all, they are taught at home.

The following table presents the total number of schools of different kinds in Ayrshire, and the number inspected:—

	Total in the county.	Inspected.
Parochial	43	43
Branch parochial		3
Burgh		1
Subscription (those of the Ayrshire Association included)	156	25
Privately endowed		5
Adventure		16

The schools not visited in the county, and not now to be referred to, are upwards of one hundred in number. It may be observed, however, that the far greater part of these are of the very humblest description; and that some not of that character were not visited, as having a special connexion with other religious denominations than the Church of Scotland.

Sources of the means of Education.—The schools have been provided, upheld, or aided by the several parties, who may be expected everywhere to contribute to objects of the same nature; these are, the families whose children are to be instructed, the community with which these children are connected, the Church, and the State. It is of little consequence whether these are concerned alternatively, the one only upon the failure of the other; or whether all are concerned at once, and from the commencement; for in the exhaustless work of education, there is always room for the offices of all. What, then, is the amount of the provision which they appear to have made respectively for education in this county?

1. The county shares in the benefit of those Acts of the Legislature, and in those Parliamentary grants, by which the *State* contributes to the education of the country at large.

In each parish, there is a school established, and endowed in terms of the Act 43 Geo. III., c. 54. In two of the parishes, there are three branch parochial schools besides, established and endowed under the same enactment.

New and commodious school-houses, some with apartments for the master's habitation, have been built at different stations, with aid from the funds administered by the Committee of Council.

The Act 8 and 9 Vict. c. 83, "for the Administration of the Laws relating to the Relief of the Poor in Scotland," empowers the parochial boards "to make provision for the education of poor

children, who are themselves, or whose parents are, objects of parochial relief." Provision has been made accordingly for the education of as many poor children as appear to have sought it; their number at present upwards of 100.

Besides contributing in these ways to the means of education, the Legislature has, by two recent enactments, provided, for the children of certain classes, a certain period of school attendance. The Act 7 Vict. c. 15, requires "the parent or person having any direct benefit from the wages of any child employed in a *factory*, to cause such child to attend some school during at least three hours daily, and the occupier of the factory to pay towards the expenses of educating such child a sum not exceeding 2*d.* per week, to be deducted from the wages payable to such child."

The Act 8 and 9 Vict., c. 29, requires "the parent or person having any direct benefit from the wages of any child employed or intended to be employed in a *print-work*, to cause such child to attend some school during at least 60 days in the year,"—the "attendance to be not less than 150 hours during each half-year."

The effect of these laws is, however, felt to a very limited extent in Ayrshire, where there are few works of the description to which they refer; the only considerable cotton manufactory being that of Catrine, which gives employment to nearly 2000 persons; and the chief print-fields, those of Kilmarnock, employing 1758 persons. A much larger, and still more needy part of the population, is that which is occupied, over the whole county, in hand-loom weaving; by the children of which class more than of any other, as already said, the opportunities of education are neglected. But for them the use of these opportunities is not enforced by any similar regulation.

It may be added, that the education of the children of the mining population has been indirectly favoured by the Act 5 and 6 Vict., c. 99, prohibiting the employment of girls in mines, and of boys under 10 years of age.

2. The Church of Scotland contributes to the existing means of education and to their application in various ways: 1st, By the General Assembly's Education Committee upholding, by annual grants of salary, several schools in situations where schools of the same order could not otherwise have been maintained. 2nd, By the Presbyteries of the bounds exercising that superintendence of schools which is given to them by statute, and which here extends to the 93 schools inspected and to the greater number of the rest; it consists, at least, of an annual examination of the schools. 3rd, By Kirk Sessions defraying, from their funds, the expense of educating poor children not qualified to obtain relief in that way from the parochial boards,—the number of children so aided in this county being at present upwards of 60. 4th. By the parochial ministers promoting schools in places where, from time to time,

with the changes of the population, they are found to be required, and by encouraging the attendance of poor children.

The same dependence of all good education upon the principles of religion, which forms the main ground to the Established Church of its statutory interest in the schools, has not allowed the other religious bodies to remain indifferent to the advantage of their respective communions, in this particular. The "Free Church" is understood to have established or promoted in this county 14 schools in its connection, independently of what it may have established or promoted in the towns of Ayr and Kilmarnock. Seven schools are attached in like manner to the United Associate Synod, the Relief Synod, or the United Original Seceders. It may be added, that the teachers of non-parochial schools not standing in any special relation to any of these bodies, occasionally belong to one or other of their denominations.

3. The duties of neighbourhood are, in this instance, recognised as extending over the whole county, in behalf of any part of it where the means of education happen to be wanting. The Ayrshire Educational Association has existed for the last six years, and it applies the funds, which it raises by subscription, to the encouragement and support at present of 23 schools throughout the county. The stations where these are placed have been, in general, remarkably well chosen, being such that the small allowances granted by the Association operate with very sensible advantage. Its grants are always conditional, and produce from those more immediately interested at least an equal amount of contribution, either pecuniary or in the form of accommodation. This is the sole instance in Scotland of a Society charging itself with the educational interests of a county.

Much might be expected from Associations of this kind, which should limit their efforts within the bounds of a single parish; but such do not exist in this county, unless under that denomination may be reckoned the few instances, in which heritors have bestowed small salaries for the better maintenance of non-parochial schools.

Associations or local Committees, however, have been formed, not unfrequently, to raise, uphold, and superintend schools in certain situations, the object being, in general, to promote the common advantage of the neighbourhood, and more especially the advantage of the poor. The number of local Committees of this description throughout the county is 19; of these, a considerable number have been formed for the support of female schools of industry; of the rest, the most considerable are those which superintend the commercial school at Irvine, the charity school there, and the subscription school at Girvan. Looking to the uniform usefulness of such Associations, it may be regretted that they are not more numerous.

Again, the duty of a whole neighbourhood in this matter is sometimes undertaken by an individual, whose bounty supersedes

all further contribution. It may consist either of a sum mortified for the permanent endowment of a school, or of a subscription continued during pleasure. Of the first class, there are 17 instances in the county, among which are the mortifications of the late Captain Smith, for behoof of a charity school in Ayr; of the late Mr. Blair, for a charity school at Galston; of the late Mrs. Caddell, for a similar purpose in the parish of Ballantrae; of the late Mrs. Crawford, of Ardmillan, for the instruction of poor children at the parish school of Girvan. The amount of all the ascertained private school endowments in the county is 513*l.* In most instances, they have been given to augment the salaries of the parochial teachers, and generally they have attached to them the condition of teaching a certain number of poor children.

The revocable subscription is applied in three different ways—to salary, payment of the school wages of poor children, and school accommodation. In 34 cases, the schoolhouses have been the gift of individuals; in 16, non-parochial teachers have received from individuals salaries amounting altogether to 347*l.*; in 5 cases, sums to the amount of at least 100*l.* have been granted by heritors or by individuals to procure assistant-teachers for parochial schools; and payments are yearly made by individuals to 10 teachers for the school wages of about 110 poor children. The female schools of industry, in particular, have profited by these several modes of subscription; above all, those patronized by the Marchioness of Hastings, the Countess of Eglinton, Lady Ferguson (Kilkerran), and Lady Hunter Blair. The schools for both sexes have been very largely indebted, and, in many instances, in all of these ways, to the ample munificence of the Marquis of Bute; as also of the Duke of Portland, the Earl of Eglinton, Sir Charles D. Ferguson, Sir Thomas M. D. Brisbane. For the education of the children connected with their extensive works at Catrine, the most liberal provisions have been made by the proprietors, Messrs. Finlay, Buchanan, and Co.

4. It is remarkable to how great an extent, the institution and maintenance of the schools have been indebted to those who are most nearly and directly concerned,—the families whose children are under education.

In this, as may be supposed, they are not all influenced by the same views, nor, if the question related to their merit, could the same degree of estimation be extended to all. It is believed, that by far the greater number of the parents desire, above all, that the minds of their children may be formed to those principles and habits which may conduce to their good conduct in after life; for it is seldom that a parent is indifferent to the moral welfare of the child, till long after he has been indifferent to his own. Others desire only such instruction as may be useful or necessary to success in the business or pursuit which is afterwards to be followed. But again, among the very poor, it is certain that there are some who

are uninfluenced by either of these considerations; and yet, like the rest, they place their children at school, blindly following the custom of the neighbourhood, or doing as they have been advised or urged to do by those whom they are inclined or bound to respect. It would seem, indeed, that education is too important an interest to be intrusted to the operation of any single motive for pursuing it; and that, where the best motives fail, others of an inferior nature are in reserve to secure some measure of attention to it. In what manner, then, do the families contribute to the support and encouragement of the schools?

(1.) In this county, as in most others, the children of the agricultural population generally attend school from their fifth to their thirteenth year; those of the mining and manufacturing classes, for a much shorter period. The interruptions among all, however, are considerable; and the extent to which the abatement on that account must be made, may be inferred from the following example:—In 52 of the schools, having an aggregate attendance of 4360, it is computed that 870 children of the proper age do not attend for a longer period than six months in the year; and in the neighbourhood of the same, it is ascertained that 540 of the school age are not placed at school, throughout the year, for any length of time. So far, then, and no farther, by the attendance of their children, do the families encourage the existing schools.

(2.) The extent of their encouragement will appear more clearly from the amount which they contribute in school-wages towards the teacher's recompense. Of that explicitly in the sequel. But, in the mean time, it may be noticed that the advantage to the teachers from school-wages appears to be rather greater in this county than in some others; whether from the common people being more able to defray them, or better aware of the value of education, or happening to have a truer notion of the nature of the obligation which arises from the teacher's services. Among the 93 schools there are not more than 40, in which the payment of school-fees has been irregular or deficient in any noticeable degree.

It will appear also in what follows, how far the families contribute to the means of education, by providing for their children the necessary books and apparatus.

From each and all of these sources the county of Ayr derives the means of education, it is believed, as liberally as any other in Scotland, and much more liberally than many. Nor can there be any better tribute to the importance of the interest than the concurrence of so many different parties in supporting it. But their duty is still far from being exhausted; for education scarcely admits of any assignable limits, and certainly of none that are likely to be soon approached. It may be added, that the expectation of further effort attaches to none more fitly than to the people themselves—the families which are immediately concerned. For if to many of them, on the one hand, the labour of their children, to

the prejudice of their instruction, be necessary,—they are, on the other hand, under little or no difficulty from the mere cost of education, considering the relief which is given in this respect by the law, the benevolence of individuals, and the general indulgence of the teachers. While others, therefore, have a vocation in this matter that never ceases, it is not to be denied that much may be expected from an improved disposition towards instruction, on the part of the people themselves.

The parties who thus recognise their duty in the general education of the community have performed it in different ways; of which the most considerable are, by providing apartments for the schools, and for the habitation of the masters, and by contributing to secure, by salary or otherwise, an adequate return for the master's services. The extent to which these varieties of benefaction have been carried in the county, may be now specified.

Accommodations.—The following Table, embracing all the schools inspected (with the exception of the infant and female schools of industry), namely, 46 parochial and 47 non-parochial schools, may afford a general idea how far these have been favoured in respect of school accommodation:—

	Number of Parochial Schools.	Number of Non-parochial Schools.
Of sufficient dimensions	21	19
Insufficient	13	19
More than sufficient	12	9
Imperfectly furnished	9	10
Imperfectly ventilated or lighted . .	12	15

In regard to the parochial schools, it is observed, 1, That though some are not situate in what is now the most populous part of the parish, all are so situate as to benefit a considerable part of the population. In a few instances, however, the site has been ill chosen, affording neither playground nor convenience of access; in one or two, more attention might have been paid to openness of prospect, and to salubrity of situation. 2. Where the accommodation is insufficient, it appears to have been generally provided long ago, at a time probably when the resort to the school was less than it now is, the more recent erections being commonly much more commodious. 3. The more recent afford a freer circulation of air than seems to have been formerly thought necessary, and are seldom in this respect defective; the rooms are fitted up more completely and more judiciously with reference both to the instruction likely to be taught and to the methods to be practised. In these points last mentioned the schoolhouses are now often planned with a degree of skill and upon a scale which leave nothing more to be desired; advice is often sought in the preparation of the plans; and it is known that the designs and directions published with the Minutes of Council have frequently been consulted with advantage.

Of the 49 non-parochial schools, it is remarked, 1. That 34 have places of accommodation provided free, either by the gift of individuals or by subscription, or, as happens in two instances, by the application to that purpose of a mortified fund. The rest occupy

apartments rented by the masters. 2. A large proportion of these schoolhouses, intended originally for other uses, are unsuitable in situation, in form, in size, in furnishing, or in the means of heating, lighting, or ventilation. Instances occur in which, for want of room, only a section of the pupils can be admitted at one time.

The state of so many of the non-parochial schools in this respect suggests a regret that so small a part of the Parliamentary grant for school-building has, in past years, been asked and appropriated in Scotland. Custom may reconcile to all the disadvantages that have been mentioned, but never so far as to cancel the sense of them entirely; it is the subscription required as the condition of the grant which forms the real hindrance to the application for aid. If so, it may perhaps merit the consideration of my Lords how far the proportion of that subscription to the whole cost of the erection admits of being reduced; and whether in certain cases, where pecuniary contribution cannot be obtained, a contribution of ground for garden, and for pasture, when that can be secured, might be received in lieu.

Dwelling-houses have been provided in terms of law for all the parochial teachers, and also, by the bounty of the heritors, for the three teachers of the branch-schools. In two instances, the premises are occupied by retired teachers; and in five, they are not attached to the school as part of their equipment, but are found by the teachers upon an equivalent allowance granted by the heritors.* It is remarkable that, in all but nine cases, the amount of this accommodation greatly exceeds what the Statute has required.

Dwelling-houses have been provided as part of the benefit of their appointments to no more than 12 of the 47 non-parochial teachers. It is desirable, that the non-parochial schools were aided more generally in this comparatively easy manner; and that, in all cases where this accommodation has not been already provided, it should be included, and to a liberal extent, in the plan of the erections which are assisted by grant from the public fund.

With scarcely an exception, both school and dwelling-houses have been given by the benevolent patrons to the infant-schools and the female schools of industry.

Teachers' Emoluments.—The following table affords a view of the average income of the different classes of teachers:—

	Salary.	Adjunct Offices.	Fees.	Total.
	£.	£.	£.	£.
Parochial Schools .	31	20	34	85
Branch parochial . .	9	..	16	25
Privately endowed .	26	..	22	48
Subscription . . .	14	..	31	45
Adventure . . .	..	..	37	37

* In one case, the dwelling-house appears not to have been provided in terms of law, but to have been built long ago at the expense of the funds of a mortification for the benefit of the school.

On this point, to afford the more specific information which may be desired at the present time, it is added: 1. That the largest rate of salary has been granted to 21 of the parochial teachers, and the least to 6. 2. That the adjunct offices of Kirk Session, Clerk to the Heritors of the Parish, Collector of Assessment for the Poor, and Inspector of the Poor, are held, one or more, by all but two of the parochial teachers, and, except in one instance, by the teachers of no other class. The value of these offices may be understood from the following classification:—

	Cases.
Where the allowances exceed 50*l.* a-year . . .	3
,, are betwixt 40*l.* and 50*l.* . .	1
,, ,, 30*l.* and 40*l.* . .	4
,, ,, 20*l.* and 30*l.* . .	8
,, ,, 10*l.* and 20*l.* . .	13
,, under 10*l.*	12
	41

3. The office of Inspector of the Poor is held by 26 of the parochial teachers, according to the following distribution:—

	Cases.
Where the allowances exceed 20*l.* a-year . . .	3
,, are betwixt 10*l.* and 20*l.* . .	10
,, under 10*l.*	13
	26

How far, it may be asked, does this office, which has originated within the last twelve or eighteen months under the new Poor Law, consist with due attention to the proper duties of the schoolmaster? On this point it is stated, after full inquiry, that, in one half at least of the 26 cases, there appears no ground to apprehend any abatement of either time or interest for the main employment; but that in other cases, 9 in number, the pauper population being more numerous, the teachers own their uncertainty, whether the new office will not require more attention than they would be justified in bestowing upon it. Some therefore propose to resign it, and some to await a further trial, in the hope of its duties becoming less. It is probable that a little more experience will bring the remedy in the one form or in the other.

4. The total amount of income to each class of teachers from salary, school-fees, and other sources, may be stated thus:—

	Parochial.	Non-Parochial.
Amount exceeding 120*l.* per annum . . .	4	0
,, betwixt 100*l.* and 120*l.*	6	1
,, ,, 80*l.* and 100*l.*	5	2
,, ,, 60*l.* and 80*l.*	25	5
,, ,, 40*l.* and 60*l.*	2	17
,, under 40*l*	1	22
	43	47

These enumerations, it must still be observed, do not include the produce of six different mortifications to as many parish-schools, yielding, in various proportions, a total amount of 85*l.* per annum.

The difference betwixt the parochial and the non-parochial schools in the benefit they afford to their teachers, as shown by these details, is remarkable. It is certain, there is no corresponding difference either in the amount of the resort, or in the kind of instruction which is required for the one class of schools and for the other.

The people discharge their obligations on account of the instruction of their children fully and punctually, as already said, in rather more than one-half the number of the schools now referred to; and these, it may be added, belong, in nearly equal proportion, to the parochial and the non-parochial classes.

School requisites are supplied mainly by the parties whose children are to be instructed; but occasionally also by the Kirk Sessions, by the heritors of the parish, or by the teachers. School-books, however, are still wanting to a considerable number of the children in more than a fourth part of all the schools; and still more prevailing is the want of school-maps.

The object of these various provisions for education is that general culture which may be separated into the two great kinds of *intellectual* and *moral*; and this division, though not always apparent in the actual pursuit, may be conveniently observed in describing how far the object seems to have been attained. But subordinate to these two kinds, there is another, commonly designed *industrial*.

It is supposed that nothing more is needed to evince the effect of the instruction which is given, as it aims at the cultivation of the understanding, than to show what description and what amount of knowledge have been imparted; for though the acquirement of knowledge and the discipline of the faculties may be different things, they are in effect inseparable. If the knowledge be indeed a good and well-possessed knowledge, and not confined to a mere belief of unconnected facts, it is presumed there has been no want of a sufficient mental exercise in the act of apprehending it.

Intellectual Instruction.—The matter of the instruction which is directed to the culture of the understanding is of several kinds, not more distinct in themselves than in the faculties which they employ. The kinds so distinguished are English reading, grammar, the miscellaneous information of the reading-lesson, arithmetic with mathematics, and languages.

1. There are schools, in which nothing is professed beyond reading and writing, with the exception, perhaps, of a little arithmetic; while there are others where more is professed, but where more is not taken, or taken but by few. Of all the children that attend the 93 schools, it is computed, that at least a seventh part receive no secular instruction beyond mere reading, and a very much less proportion of the same are taught to write.

But the case is aggravated, when it is considered that, as

respects reading, the acquirement is often very imperfect, and that at the best it implies but little exercise or discipline of the mind. On this point it is important that the statement should be explicit. Information has, therefore, been obtained from a considerable number of the schoolmasters, how the case stands in reference to their respective schools. It appears from their communications that, of 4360 pupils attending 52 schools, the number of those that leave school finally, unable to read with ease, is 360; and further, that of the same number 640 leave school, untaught to write.

This, then, is the amount of the instruction received by so considerable a part of the young in a county which has provided the means of popular education, as abundantly as any in Scotland, and which, there is reason to believe, is inferior to none either in the quality of these means or in the use which it makes of them.

If the remedies are considered, it will occur that, in some cases, abler masters are required for the class of children now referred to; for if, on the one hand, there is little need to them of an instruction passing what is elementary, there is, on the other hand, as much need to them as to others that the instruction they do receive, be given in an active and effectual manner, seeing that the period which they devote to it is short, and that the private means of education in the family, which to others are of so much account, in their case are very commonly not at all of the nature of an advantage, but the reverse.

Above all, this class of children is to be brought more under the benefit of the schools that surround them,—if not by the direct civil obligation which has already been applied to the children of another part of the population, by the many methods, which are still unexhausted, of encouragement, influence, and admonition.

2. The next step of progress is to extend the knowledge of the English language, in its vocabulary and structure,—a direction which elementary education commonly takes very early, and recommended early by its agreement with the time at which other and less formal modes of the same study become natural and necessary.

May it not be considered as among the advantages of this kind of instruction, that, by employing the intelligence upon what is familiar, it conciliates to education by assigning to it a home province; and moreover, that, by revealing a rule of propriety for speech, it disposes to receive, with docility, whatever may be inculcated for the regulation of the manners and conduct.

The importance of this branch may warrant the attempt to mark with precision the length to which it has been carried among the schools of the county.

In some instances, it is limited to exercises upon the meaning, composition, and derivation of words. The word which is not in common use is selected from the reading-lesson, and the sense of it explained by the master, or sought in the vocabulary. This involves some attention to synonymes; but it is seldom that this is

carried far, from the great scarcity of suitable text-books. Far more common are the books which treat of the other properties of words, their origin, and primary signification. And accordingly, in the knowledge of roots, affixes, and prefixes, there is often a remarkable proficiency.

In other cases, etymology proceeds a step farther, and is occupied with the inflections of the different parts of speech. The rules of syntax follow; and thereafter the course of English grammar is completed. It is remarkable, that this branch is, to some extent, taught in all but 13 of the 93 schools; teachers seeming partial to it, perhaps because it is the first thing in the scheme of school-instruction, the proper teaching of which calls for a distinctly professional qualification. But certainly it is favoured, at the same time, by the abundance of the school-books, some of which are well fitted to assist the study; but the best of which, it may be noticed, has not the same extent of footing in the schools as is almost unaccountably possessed by one which is not a little objectionable.

There is sometimes wasted upon this branch a good deal of instruction, which only tasks the memory to a committal of the rules, and waives their application; as if grammar was a thing without existence, except in the directions of the text-book, and the few exercises that accompany them. It is forgotten that "knowledge drawn freshly, and in our view, out of particulars, knoweth the way best to particulars again; and that it hath much greater life for practice, when the discourse attendeth upon the example, than when the example attendeth upon the discourse."—It results from this fault of method, that the different parts of the study do not receive the degree of attention which answers to their importance respectively; so that there is often more proficiency shown in the bare attribution of a word to its particular part of speech, or (as in one instance) in telling what prepositions or adverbs commence with the same letter of the alphabet, than in the weightier matters of concord and government and derivation.

On the other hand, this branch is often, in all its parts and, to all intents, taught with very competent ability; and then is seen an instance of good and useful culture, not confined to one part of the understanding, but affecting it in a pretty general and equable manner.

There is another class of schools in which the language lessons are carried further. This is, when they extend to the practice of condensing, amplifying, or retracing at much the same length, but in other words, some given passage from a class-book; or when little essays in composition are prescribed on subjects generally simple and familiar, and of the pupils' own choosing. These exercises are, of course, reserved for the elder and more advanced pupils; and, conducted as they often are, it cannot be doubted that they furnish an appropriate and useful discipline.

The instruction, then, in the branch referred to, rests at one or other of the points that have been indicated: and the progress which the different schools exemplify may be tolerably estimated from the following arrangement:—

	Parish Schools.	Non-Parish Schools.
1. Vocabulary and Etymological Exercises . .	37	27
2. Full course of English Grammar	30	17
3. Exercises in Composition, &c.	12	6

Among the schools which excel in all these respects are the parochial schools of Girvan, Dalrymple, Old Cumnock, Riccarton, Newton-on-Ayr, St. Quivox, the Assembly School at Fullarton, the Commercial School at Irvine.

3. The next distinct effort of the teacher is, to impart the information that occurs in the common reading-lessons. The subjects are, in general, of a kind fitted to engage the young mind, —belonging to natural or civil history, biography, or the elements of science,—and rather designed to entertain in a rational manner, and to awaken the curiosity to proper objects, than requiring any severity of attention. If the reading-lessons are, almost necessarily, occupied with such subjects, is there not a plain intimation in this, that some little knowledge of the kind, and the habit of attending to it, are as needful as the possession of the power of reading itself? Nevertheless, it is remarkable that the practice of directing the pupil's mind to the matter of the reading-lesson, and of ascertaining the impression which that has left upon it, forms an improvement in elementary education which was reserved to recent times. It is useful mainly in the manner that has been noticed; but it is incidentally so, at the same time, in its tendency to correct an error in the notion of education which is not uncommon among the lower classes—that of supposing that the power of reading is one of the very ends of education, and an acquirement of much real value independently of any use to which it may be put.

The lessons of this kind are miscellaneous, unconnected, superficial; but the object permits them with propriety to be so: and perhaps this is the only part of school instruction which it is not requisite to pursue in a methodical and systematic manner.

It is by the interrogatory method that this mixed knowledge is always imparted; and that method is so employed in all but 12 of the schools, and with much skill and success in 34.

Geography, as taught in the greater number of the schools, may be classed with the species of instruction now referred to, and indeed may be considered as the most eminent instance of the kind. The schools are very few, in which this branch does not receive a considerable share of attention from a considerable number of the pupils; and occasionally it is studied under great discouragements from the want of suitable apparatus.

When it is viewed as contributing to culture in the same manner as the miscellanies of the ordinary reading lesson, this branch is

taught only partially; that is, it proceeds no further than to give a general view of the great natural and political divisions of the earth's surface; or it is confined to a more particular survey of one or more countries. To this extent, it is taught in 23 of the 93 schools.

In other schools, to the number of about 26, this branch presents itself with some pretension to the character of a science; for, in kind, it is at once physical, mathematical, political, and sometimes statistical, while the range is unconfined, and the progress gradual and well-ordered. In a few of these schools, the pupils are familiar with the practice of drawing the outlines of different countries, either with the map before them or without it,—in the one case the object being to help the recollection, in the other to put it to the proof. This sort of exercise, however, is less common than might have been expected from the intelligence of the masters, or inferred from the proficiency of the pupils. It is carried on in a style of unequalled excellence in the small Subscription School at Garallan, Old Cumnock.

It needs scarcely be added that, though the teaching of geography to the limited extent first noticed, may be very well approved with reference to the special object which it there has in view; yet, that it were better if, in all cases, it aspired to give the complete course, and so to afford that stronger discipline which the more regular study would supply.

4. *Arithmetic* is taught to some extent in all the schools; but the proportion of the pupils that receive it is extremely various,—in some cases, amounting to three-fourths of the whole, in others to not more than one-tenth. The application for any kind of instruction is generally affected a good deal by the ability which the teacher possesses to impart it; and such is the case conspicuously in this instance. Arithmetic, when well taught, is generally taught to many. There is no such difference among the parents, either in the sense of its value or in the means of obtaining it for their children, as will account for the inequality of the numbers that receive it in the different schools. At the same time, it is not to be forgotten that the children are removed, at a much earlier age, from some schools than from others; but this operates rather more against their progress in the branch than in reducing the numbers that are fairly in a condition to apply to it. The proportion of all the children attending the 93 schools, more or less instructed in arithmetic, is not much more than one-third part.

It appears, from the information furnished by the teachers, that in the 52 schools already referred to, there are 774 of the children who receive no instruction in this branch at all throughout the whole period of their attendance.

In the same schools, it is stated that upwards of 1000 of the arithmetic pupils scarcely ever proceed beyond the simple

elementary rules; and here it is, where the effect is seen of the untimely withdrawal of the children from the teacher's care.

In the lower class of schools, there is a fault of method which very frequently retards and otherwise injures the study of this branch from first to last; the total want of classification for a common lesson. The consequence is, that the industry of the pupils, in this instance, has no aid from emulation, and the time which might be gained by the opposite course both to the master and the pupil, is entirely lost.

The cases, however, are still numerous, in which the arithmetical instruction is conveyed to a great extent, and by good methods, and with competent ability. The whole course of this science, as given in the school-books, is regularly traversed; the rules are intelligently explained, and the reasons of them very skilfully shown by illustrations as much as possible of a concrete nature; examples are wrought with accuracy and despatch. All this may be said of 25 of the parochial and 19 of the non-parochial teachers. But in that number, there are not a few of whom it would be impossible to speak individually, but in terms of much higher commendation—among these, the teachers of the parish schools of West Kilbride, Monkton, Dunlop, Dalry, Maybole, Adventure School, Tarbolton. On the whole, the appearance of the schools in this department leaves the impression of a great proportion of the teachers having brought to it more acquirement and more skill in tuition than perhaps to any other.

Mathematics, in one or other of their branches, are seldom lost sight of in the endowed schools, though very frequently in most of these they disappear for a time. How far they formed a subject of study at the time referred to will appear from the following particulars:—

	Number of Schools	Number of Pupils.
Geometry taught in	16	112
Algebra	6	37
Practical Mathematics	12	37

All of these are remarkably well taught in the parish-schools of Stewarton, Maybole, Girvan, Ochiltree, Dalrymple, Assembly School, Fullarton.

Generally, it is observed that the teachers appear capable of carrying their instructions of this kind much further than they often have occasion to do. This is from the circumstance that the application to these subjects is restrained by the necessity of coming to them with a competent knowledge of the rules of arithmetic; by the fitness, also, that the pupil's mind should have reached a certain stage of general progress, and perhaps that the occupation intended for the future should not be one of mere handicraft; and moreover by the expense, for the school fee commonly fixed for this branch is greater than for any other.

If the schools should come to be sustained much more than

they now are by means of salary, so as to lessen the dependence of the teachers upon school-fees, it is not supposed that this would add much to the number of the pupils for elementary instruction, since the poorest have access to this at present with little or no difficulty; but it would probably increase, in a greater degree, the proportion of those who might apply for the higher kinds.

5. *Languages.*—Latin, Greek, and French commonly form part of the course which may be had in the endowed schools: to what extent, as respects the number of pupils, they are actually taken, may be seen from the following table:—

	Number of Schools.	Number of Pupils.
Latin	53	239
Greek	9	15
French	9	45

It may be added, that not more than 77 of all the Latin pupils have been occupied with that language more than 2 years. It is well taught in the parish schools of Ochiltree, Stewarton, Dalrymple, Dalry, Stevenston, Maybole, Girvan, Old Cumnock, and some others.

Not uncommonly, the pupil's knowledge of Latin vocables is applied to the interpretation of the English derivatives; and instances occur, where the author is read not alone for improvement in the language, but with attention to the subject of the passage, which has led to some acquaintance with ancient Geography and with Roman antiquities. In one school, a very instructive and unusual method has been followed, of resolving not only sentences but words into their parts.* Other practices proper to advanced periods of the study, are scarcely to be expected in preparatory schools, and are seldom found in those now referred to.

These five varieties of subject comprise the scheme of intellectual instruction; and the pupils that apply to them respectively are numbered as follows:—

English Reading	7,067
Writing	3,325
Arithmetic	2,038
Grammar	1,115
Geography	990
Latin	183
French	45
Mathematics	150

It may still be remarked, that the merits of the teachers in their management of these branches cannot be fully appreciated, without considering to how many different matters their attention is necessarily directed. The estimate must also be affected by the numerical extent of their schools; on which account, the following enumerations are added:—

* The same which is recommended in the article on Parsing—Quarterly Journal of *Education, No. 20.*

	Number of Schools.
Attendance exceeding 200, at	2
Betwixt 150 and 200	7
100 ,, 150	17
50 ,, 100	47
Under 50	20
	93

In a dozen instances, experienced assistants are employed; and monitors are generally considered useful, and used in the inferior parts of the school business.

Again it is presumed, that in the same degree in which the different kinds of knowledge are really comprehended, the culture of the faculties which they severally employ has certainly proceeded; and that the primary object of regard is the genuine progress in the study, and not the psychological result. The last, however, claims attention in due time; and for the plain, universally recognised reason, that the faculty which is sharpened by one study acquires an aptitude for others, and for other things besides, which may not present themselves with the formal aspect of a study. It may be asked, are the subjects that have been mentioned, the best fitted of all that can be suggested to promote that general qualification? It is enough, perhaps, that at all times and in all countries, the greater part of them have formed the staple of school instruction. The specific manner of their operation upon the mental energies which they severally exercise, it is not necessary here to designate.

This, however, may be said in reference to a considerable number of the schools, that the instruction admits of improvement more obviously in the manner than in the matter. There is a description of information, as before observed, which may be communicated in the same various, unconnected way, in which it is presented in the text-books for exercise in reading,—a discursive method there suiting the genius and intent of the lesson. But it would seem that the same character of method has sometimes been transferred to other lessons which require another treatment; whereas, upon all the other subjects, it is desirable that the style of tuition should be progressive, systematic, thorough, exhaustive; neither good knowledge nor good culture coming in any other way. Sometimes a school may be found indifferently taught in all things but one, with which one thing the talent of the teacher may have happened to accord. It is taught skilfully and completely; and then, upon the limited ground of one subject, it is seen that something is reaped of the best fruit that might have been expected from the cultivation of those others which had been somewhat neglected —something, at least, which goes far to redeem the neglect.

This completeness of method is not without example in many of the schools, where its felt virtue sometimes gives the courage to contract the usual range of the instruction. It is the sum of all the improvements which can be recommended for the rest,

and the point of excellence to which all in a state of progress are obviously tending.

Moral and Religious.—Moral education is everywhere promoted in two distinct ways—by the direct formation of habits, and by the communication of moral truths—by discipline and by instruction.

The first of these objects is, to a great extent, attained by the same training which is employed for instruction of the intellectual kind; and not the less effectually, that it is not the thing which is directly aimed at; for it results there, as it does in the common occasions of life, when the intention is otherwise directed. Thus, in the daily resort to school, there is a lesson of constancy and regularity: obedience to the master's rule disposes to the observance of other rules human and divine: the application to a task is an exercise of self-command: industry in one thing is the capacity of industry in others: and the intercourse of the young at school is regulated by the same maxims which are applicable to conduct in society at large. In short, all habit is diffusive, and loses little of its force by transference to other objects than those by which it had been first formed. So that moral and intellectual education are, to a great extent, inseparably united.

Perhaps, then, there is no better way to show the value of the moral discipline which the schools afford, than merely to refer to what has been already said of the mode of conducting the instruction in them upon the branches before mentioned,—assuming that the discipline has been good, whenever the subject of the lesson appears to have been well imparted.

But by what means, it may be still asked, is the discipline in these branches produced: in other words, by what motives is attention to them secured? By the usual means of authority and exhortation,—and also by emulation, reward, and punishment: on which last it may be noticed—1. That classification in the order of merit is observed in all the schools and for all the branches, except the following. In exercises of Writing, it occurs very rarely: in Arithmetic it is wanting, as before stated, in 22 of the schools: in the Bible lesson it is, sometimes, from a feeling of reverence, wholly in abeyance. Frequently, too, there is a separation of the sexes into distinct divisions, when, to all intents of instruction, they form but one class. In no other instance, has it been judged expedient not to benefit by the principle of emulation. 2. The distinctions are, position in the class; appointment to the office of monitor; and prizes, which are usually bestowed once a-year in most of the schools, sometimes procured at the master's expense, sometimes the gift of an individual, or of a superintending committee. 3. The punishments are, position in the class, in one instance appointment to the office of monitor, additional task, —more rarely confinement, fine, or stripes,—the last not at all employed in some schools, and these among the best; and very

sparingly employed in much the greater number of the schools which are efficiently conducted.

Moral *instruction* is, of course, professed in all the schools: and if not inculcated in the same special manner as some other branches, this may be attributed to one or other or to all of these reasons—1. That the work is believed to be, to some extent, accomplished in effect by the moral *discipline* now mentioned; 2. That this is understood to be the business of the parents, in a much greater degree, than any of the other subjects of school instruction; and, 3. That it has difficulties peculiar to itself.

The moral instruction is conveyed in different forms. 1. By the example of characters and lives deserving imitation. 2. By narratives of incident, history, or imagination. 3. By simple exposition of the virtues and the duties. 4. By precept. All of these modes have a partial and mixed exemplification in the greater number of the schools.

How far they avail to the proper ends, in each case, cannot be well defined. But it appears that the quantity of moral instruction is not to be inferred with the same probability, as that of moral discipline, from the efficiency of the teachers in other parts of the course. For the instances are numerous, where excellence on this point consists with no more than ordinary merit on any other: more especially is this the case in the female schools of industry. On the whole, however, there is a considerable number of the schools where instruction expressly of the moral kind is not given to any considerable extent; and where, indeed, it is not very pointedly, nor even very consciously, intended at all.

One remark is suggested by the manner in which this branch is very commonly conducted. It is plain that the modes before mentioned are not all equally adapted to one stage of progress: that example, or biography, for instance, as the simplest of all, is appropriate to the tenderest years; and that history, discourse, and precept have each, in like manner, their appropriate periods, arising, it is supposed, in the order here indicated. Nevertheless, it often happens that some of these descriptions of lesson are given before there is any tolerable meetness or capacity to receive them; or that all of them, perhaps, are given promiscuously, while even the simplest among them would scarcely as yet find the requisite preparation of the pupil's mind. In short, there is too little gradation or method in the management of the moral lessons; though this is quite as necessary and as practicable as in the lessons of any other kind, reading, arithmetic, or geography, in which it is certainly not wanting. In a word, the improvement which seems to be mainly required in the manner of imparting moral instruction is—that the lessons were separated into distinct sections, following in an order corresponding to the difficulties which the matter of each might be supposed to present to the young mind, in the course of its development.

The common text-books of moral instruction are the Bible and the Assembly's Shorter Catechism; but the purpose is also served, in part, by most of the ordinary class-books for reading.

The Bible is read daily in almost all the schools by all capable of reading it, and is understood to be employed for this end upon these views:—1. That it contains all the varieties of moral lesson before mentioned, and is therefore suited to every stage of progress; 2. That the simplicity in the manner of the sacred narratives wins for them an interest in the young mind, and favours their impression; 3. That, above all, there is a transparency in the moral of these narratives, whether of biography or history, which recommends them as an unequalled medium of moral instruction; and further, that all the events of history are there described in their real dependence on a presiding Providence, and all virtue is there represented as the exercise of obedience in His service—lessons which are nowhere else so constantly, so plainly, and so solemnly conveyed. The Bible is, therefore, daily read as containing the best, the best adapted, and the most various lessons of morality; it is also read, as will be seen, for a purpose inseparable from that mentioned, namely,—instruction in the great distinguishing principles of the Christian faith.

The Bible is still sometimes used as a class-book for reading, spelling, and perhaps for exercises in grammar. But the instances occur only in the lowest class of schools, and are seldom altogether approved by the teachers themselves. There is often no other reason for the practice, than the difficulty to the poor of procuring other books.

Lessons in Scripture history, Scripture biography, and the parables are given, it may be said, in a very profitable and satisfactory manner in nearly one-half of all the schools. The parables are chiefly of the moral kind; and not unfrequently, the truth which they illustrate, can be correctly stated by the pupil, and sometimes corroborated by apposite sentences from other parts of Scripture. Still more frequent is the like familiarity with the more remarkable passages of the Sacred history, and a readiness to name that part of the Sacred volume in which they occur. Among the schools which excel in these respects, and, at the same time, in most others, may be mentioned the parochial schools of St. Quivox, Monkton, Girvan, Riccarton, Dalrymple, Symington, Kilmaurs, &c.; among those which excel in these respects, but not remarkably in others, the charity school at Irvine, the subscription school at Bloak, Stewarton, the subscription school at Darvel, Loudon, the subscription school at Darley, Dundonald, school at Woodhead, Galston, &c.

The complement of the moral instruction thus conducted is an instruction in the doctrines of the Christian faith; for which purpose, the Assembly's Shorter Catechism is used in all the schools, and portions of the Bible read. The lessons of this kind are not

generally reserved for any certain period of the course; but they are generally accompanied with the helps that they require, that is, with explanatory text-books, or with such assistance as the teacher can supply from his own intelligence. The errors that are most apt to appear in the use of these aids are, 1. That the words of the explanatory book are, like those of the original, learned simply by heart, and without deriving from them any more light upon the matter; 2. That the explanations of the master settle much upon the import of individual words, the structure of sentences, points of geography or natural history, or other matters foreign to the object of the lesson. In 17 of the schools, both Bible and Catechism are employed without any manner of illustration,—the reasons assigned being the want of time, the custom of former masters, or an opinion that all comment upon either belongs more properly to the minister and the sabbath-school teacher. In two instances, the teachers are restrained by a regard to the diversity of religious sentiment among the parents; in one instance, there is a peculiarity in the teacher's own opinions on some points of doctrine, which he conceives to unfit him for the task.

The Catechism and Bible lessons are conducted with remarkable industry, judgment, and ability by the Rev. Cathcart Kay in the parochial school of Girvan.

Both moral and religious instruction are farther promoted among the young and the adult, by means of sabbath schools and school libraries.

The sabbath schools are always superintended and often conducted by the minister of the parish, and sometimes by him, in conjunction with the ministers of other denominations. In 18 instances, they are under the immediate direction of the schoolmasters, and assembled in the school-rooms; in which case, it is observed that their character as schools for the teaching of religious truth is reflected upon the daily schools with which they stand in connection. They are convened in the same apartment, conducted by the same teachers, and frequented by a great proportion of the same pupils. With these and other circumstances of identity, the sabbath schools have come to be regarded as a continuation or variety of the daily schools, and, in effect, they are found to impart to the latter something of their proper character.

Libraries containing from 150 to 400 volumes have been formed in not more than 7 of the schools. But the extent to which they are used very clearly shows that they ought to be much more numerous.

The exercise of imagination as a means of contributing to moral culture is not wholly overlooked; but the method is not employed to any great extent, with express reference to that end. There is no doubt, however, that the ordinary reading lesson, by the subjects of which it frequently consists, operates in that way with considerable effect. In some schools, with a more direct intention

in the matter, moral tales are read in prose and verse, and verses of other kinds are much read and recited. But the masters appear very commonly to think that the mental development of the children under their charge, has not yet proceeded far enough to invite much specific education of that nature.

On the whole, looking to the general character of the methods employed, it is supposed to be in the department of moral instruction where education, as it advances, is likely to receive its greatest improvements, and where the greatest improvements are wanted. In most schools, a degree of prominence is still due to the lessons in this kind, which may leave upon the minds of the youngest a constant impression of the truth which the common assignment of school honours is apt to efface,—that the well-regulated, well-cultivated heart is still better than the best of talent, more potent to every desirable end in life, higher in men's esteem, and more pleasing in the sight of God.

Industrial.—The instruction that bears this name is well understood to have for its object the knowledge that may be useful in the particular handicraft or other work, which is to form the future occupation of the pupil.

It is not given exclusively in any of the schools, nor is it the most prominent part of the instruction in any; it consists always of some general notions of the subject or the principles of that occupation, and is never, with but one exception, accompanied with any manual practice.

There is much, unquestionably, in the scheme of general instruction already noticed which is qualified with this same special usefulness; but, in like manner, there is much in the industrial that ministers to general culture. Were it not so, it may be doubted whether industrial instruction would have obtained a footing in the schools at all, because the other is justly deemed more essential and requires more time than is usually given to the school, and because the knowledge of trade or craft comes, of necessity, at a later season.

Is there any part of the usual elementary course that does not contribute to general culture more effectually than some kinds of industrial instruction could easily be made to do? If there be, it is probably only that part which consists, as before noticed, of lessons of the miscellaneous kind upon the subjects of the ordinary reading lessons, passages of general history, detached facts of natural history, or the elements of physical science,—the object there being rather to raise an intelligent curiosity, than to supply a body of connected knowledge. In that case, the reading lessons would be more occupied than they now are, with things that belong to the future occupation, and are calculated to increase the interest and the skill with which it may be pursued—while the masters would provide themselves with more information than they now possess of that specific nature.

What, then, are the kinds of industry to which the industrial instruction is directed? And how far do the masters seem to favour and adopt it?

Female schools of industry are numerous throughout the county, and may be found in almost every parish. They are commonly promoted, superintended, and aided by committees of ladies, whose patronage is always essential to their success.

In most schools, a few receive lessons in *book-keeping*. *Drawing*, architectural and engineering, is taught in the parochial school of Kilwinning; other kinds of Drawing, in perhaps a dozen of the schools: *Navigation* in the Assembly school at Fullarton, Irvine, and in two or three besides; but the attention given to this last branch is less than might have been expected from the maritime situation of the county.

Lessons in the principles of *Agricultural Chemistry* and *Geology* have been given in 17 of the parochial and 2 of the non-parochial schools, to the children of the agricultural population, and generally to no more than one class in each school. The course commonly occupies a few weeks in the twelve months. The text-book is Johnstone's 'Catechism of Agricultural Chemistry,' and a small appropriate chemical apparatus is more or less employed in 8 of the schools.

Agricultural chemistry having been taught for the first time in the elementary schools of Scotland only within the last two years, it may not be improper to notice very shortly the circumstances which led to its introduction.

It would seem, that an opinion had been for some time growing, that this branch might form a very suitable and useful addition to the course of elementary instruction in country schools: some thinking that, by giving to the young a knowledge of the elements of the science, the practice of agriculture itself would, in due time, profit; others, that education would be improved by taking more of a scientific and practical character; others, again, that by the interest of that subject, the school might become more attractive, not only for that, but for other things besides, among those classes by which it is at present so much neglected. The Reports on Schools of Industry which appeared in the Minutes of Council, 1842-3, showed that the notion had already been acted upon with good results both in England and Ireland.

In October, 1844, a public meeting was held at Glasgow, at which a committee consisting chiefly of gentlemen connected with the Highland Agricultural Society, and named the Agricultural Education Committee, was appointed to take steps "for the promotion of this study in elementary schools."

About the same time, it was unanimously resolved, at a meeting of the parochial schoolmasters held in Edinburgh, that it was expedient to "introduce this branch of science into the course of school education;" and to request the assistance of the Agri-

cultural Education Committee to their efforts for the attainment of the object. To that Committee the subsequent progress of the attempt is mainly to be attributed.

In the *first* place, it was necessary to awaken a general interest in the matter among the schoolmasters themselves, and with that view various meetings of the committee were held, at which the importance and the practicability of the object were explained; and reports of the proceedings were afterwards circulated throughout the profession.

In the *next* place, it was necessary that the schoolmasters should be themselves prepared to afford this new instruction in a tolerable manner; and, accordingly, a short course of lectures illustrative of the Catechism, and with every direction for the teaching of it, was delivered, at the request of the committee, by Professor Johnstone, in various central places, Edinburgh, Ayr, and Dumfries,—the Edinburgh course attended by upwards of 300 schoolmasters.

Again, it was necessary that the matter should be recommended to the agricultural population; and, in particular, that they should know it was not meant to supersede any other subject of secular instruction, much less any part of that which was either moral or religious. Accordingly, it was publicly shown that such had not been the effect where the experiment had been already made: some boys from the Industrial School at Larne were examined at the public meeting held in Glasgow in 1844, both upon this branch and all the branches of an elementary course: and the following year, a similar examination took place at Dumfries, of boys who had been taught in seven of the Scotch schools. The result proved that the attention which they had given to the principles of husbandry had, in no degree prejudiced their proficiency in the other branches.

The Agricultural Committee have waited the result of these proceedings during the last twelve months.

How far the study may have spread throughout Scotland, in the mean time, is not well known; but in October, 1845, the Committee reported that they had ascertained its introduction into 74 schools,—of which Ayrshire possessed a larger number than any other county in Scotland. The Catechism shows the subjects and the range of the study in every instance, and at the same time the manner in which it is pursued. In some of the Ayrshire schools, it is certainly pursued with much interest and to very good purpose.

Its progress appears, however, to be impeded much by the difficulties of three several descriptions, which the Agricultural Education Committee have already endeavoured to remove—the indisposition of the masters to take it up—their inacquaintance with the science—and the indifference of the people. There is reason to fear that, from these causes, the study already begins to languish in some of the schools of Ayrshire.

A special instruction cannot, indeed, be thought more necessary for children of the agricultural class, than for others who are destined to other kinds of labour; and seems equally due to the latter, wherever they exist in sufficient numbers.

The mining population, as has been said, is numerous in this county; so also the manufacturing; and there is no doubt that to them a corresponding special instruction would prove useful. The same may be said of the class of skilled artisans; of those, for example, who are occupied in works of ornamental art, or other sorts of fabric admitting of symmetry and harmony, who could not fail to profit much from an instruction in the principles of design. An instruction in principles is all that, in such cases, might be necessary; but to the exclusion of all this, there is a prevailing impression of the superior claims of an instruction altogether general.

It may be asked, is there any fair opportunity in this county for the trial of that plan of schools of industry which has of late been so successfully practised elsewhere, and which adds to the course of instruction manual employment in handicraft; and at the same time, to secure the attendance of neglected children, offers the inducement of supplying them with food and shelter? The following facts have a bearing upon the question. In the town of Girvan, containing a population of upwards of 7000, great part Irish and extremely poor, and great part occupied in hand-loom weaving, it is computed that there are upwards of 200 children of the school age who, without being regularly occupied otherwise, attend no school for any length of time throughout the year. In Ayr, and the adjoining urban parish of Newton-on-Ayr, there is at least an equal number of children in the same situation. In Kilmarnock, the same class of children are commonly placed at an early age in the factories; but even there, it is supposed there are many neither at school nor factory. In these cases, it is not doubted that schools of the description mentioned could scarcely fail to rescue hundreds of children from the perilous nurture to which they are now exposed; and this probably will not escape the attention of the parochial Boards of the parishes.

In estimating the general character of the schools, they are seen to fall into the two great classes of the endowed and unendowed; the former, in general, as much superior to the other as might be expected from the advantages they enjoy. The teachers of the endowed class have, with scarcely an exception, entered on their office with more or less of an University education. Not a few of them are highly competent to the teaching of all that they profess; and it is plain that their acquirements influence, in a great degree, the sense of the people as to the description of education which their children should receive. Some give lessons daily in ten or twelve different branches, and to pupils in all stages of progress—an amount of duty which, though not without the good

consequence of quickening their energies, too often leaves the instruction imperfect, and suggests the need of some regular and adequate assistance beyond what can be found in the best command of method. Three of these parochial teachers are unequal to their office from age or infirmity, and as many more have not the requisite efficiency; but the number is probably less of those who, under any constitution of the schools, would afford what might be thought sufficient cause for their removal, though perhaps the existence of a power to remove might not *in these instances* have been without a beneficial effect. Some of the parochial schools are taught by substitutes, or by assistants, who are to be successors,—the principal teachers, who are old and infirm, enjoying the salary and accommodations. Generally, for the teachers of the endowed class (and much more for the others) further encouragements are wanting. A few, as has been stated, receive emoluments which may be considered adequate; but for the rest some more advantage in this respect is manifestly needed. It is also to be desired, that opportunities were more frequent amongst them of mutually communicating their ideas and their experience in professional matters; and especially, that they were, in some manner, privileged to receive more information concerning education in other places, the interest with which it is publicly regarded, and the views of the intelligent upon its objects and its methods,—the effect of which would be to improve at once the knowledge, the skill, and the spirit with which they act in their own sphere of duty. As it is, not a few of these schools challenge, in all points, the highest approbation; the parochial schools, for example, of Girvan, Dalrymple, St. Quivox, Riccarton, Old Cumnock, Ochiltree, Symington, Monkton, Dunlop, the Assembly School at Fullarton, the Commercial School at Irvine.

To these might be added one or two of the unendowed schools stationed in populous and comparatively wealthy neighbourhoods; such as the Adventure School (Gray), at Muirkirk, and others of far less pretension, but of much merit, such as the Subscription Schools at Garallan, Old Cumnock (Sharp); at Crossroads Dreghorn (Wallace), at Darley Dundonald (Stewart); at Crosshouse, Kilmaurs (Blair); the Charity School at Irvine (Gardner); branch school at Waterside, Fenwick (Ross); Adventure School at Riccarton (Kelly); at Bloak Stewarton (Bole).

Among the teachers of either class, the instances are rare of a plain neglect of duty. Under all the differences of ability and encouragement, it may be said that a spirit of fidelity to their charge is the common characteristic; and if the satisfactions which they derive from the exercise of their calling were closely examined, it is believed they would be found to be of a nature that would add much to the honour of the profession.

On the whole, the state of education in Ayrshire is probably

unsurpassed by that of any other county in Scotland; and among the causes to which this may be attributed are the following:—1. Great part of the population is in such circumstances as afford encouragement to teachers,—insomuch that the services of the latter are better requited here than they are understood to be in most other districts. 2. The public interest in education is largely shared by the upper classes; and by the heritors, who frequently use much diligence and sanction a liberal expense in securing the best appointments for the schools. 3. The Association, which has been specially formed for aiding the education of the county, may be supposed to have an influence in that way not to be measured by the number of schools it supports, but augmented by the testimony it bears to the importance of the object. 4. The parochial schoolmasters of the Carrick district form an Association for the purpose of communicating to each other their views and experience in professional matters; meeting at different places six times in the year. One and all of the masters witness to the benefits they have in this manner received. 5. There are the three large academies of Ayr, Irvine, and Kilmarnock, at which some of the teachers of the district had been educated, and to which many more occasionally resort, to profit by the examples they find there, both of the higher kinds and the better methods of instruction. All of these circumstances appear to act favourably on the education of the county.

The academies of Ayr, Irvine, and Kilmarnock, are not included in the 93 schools which have now been referred to, and with which their distinct character scarcely permits them to be classed in any general estimate. I had, however, an opportunity of visiting them also; and add these few particulars to indicate their constitution and the rank which they occupy among the schools of the county.

They appear to have grown out of the schools originally established in the respective burghs under the Parochial School Act. The buildings occupied by the Ayr and Irvine schools are large, commodious, and handsome, erected partly at the expense of the burghs, partly by subscription, and, in the case of Ayr, with the aid of a bequest of 1000*l.* The directors of the Ayr Academy form a body corporate, constituted by "Royal Charter dated 1798, and consisting of seven individuals annually chosen from the town council of Ayr, the sheriff-depute of the county, the nearest heir male of the late John Ferguson of Doonholm, all persons or incorporations subscribing 50*l.*, and five persons annually chosen from subscribers under 50*l.* and not under 5*l.*" * The directors of the Kilmarnock school consist of five members of the town council, five subscribers, five heritors, and the three ministers of the Established Church of the parish. The directors of the Irvine

* Local Reports of Commissioners on Municipal Corporations in Scotland.

school are the town council and various individuals in the neighbourhood. The masters are appointed and the rates of school-fees regulated by the directors. The Irvine and Kilmarnock schools consist each of three divisions conducted by the same number of masters; 1. For languages ancient and modern; 2. For the commercial branches, including mathematics; 3. For English reading, with its usual accompaniments. The Ayr Institution assigns the ancient languages to one master, the modern to another, and makes a like division of what are called the Commercial branches—employing altogether five masters. The schools are upheld in most of the divisions by salary as well as by school-fees. How far each division benefits in these ways may be seen from the following table :—

		Salary from Burgh.	Yearly Amount of School Fees.	Total.
Ayr . . .	Classical department rectors .	£20	£200	£220
	Modern languages	..	75	75
	Mathematics	20	200	220
	Writing and drawing	..		
	English reading	..	150	150
Irvine . .	Languages	30	140	170
	Commercial	30	140	170
	English reading	30	80	110
Kilmarnock.	Languages	34 from Heritors	90	124
	Commercial.	15 from Burgh	200	215
	English reading	15 do.	100	115

The resort is answerable to the scale on which these institutions are established, and the more advanced parts of the instruction are proportionally in request :—

	Ayr.	Irvine.	Kilmarnock.
Number of pupils learning Latin	100	26	45
,, ,, ,, Greek	40	8	13
,, ,, ,, French	30	32	25
,, ,, ,, Italian	..	5	..
,, ,, ,, German	..	2	4
,, ,, ,, Mathematics	35	24	31

These Academies are objects of much public interest in their respective neighbourhoods; they are also under very careful and judicious superintendence. Generally, therefore, the masters are men of distinguished ability and attainments in whatever they profess, as well as of most respectable character. One and all of these schools may be said to diffuse a taste for the more liberal studies not likely to terminate with the period of school attendance. An outline of the course of study pursued in each is added in Appendix. Such institutions are to be very highly valued, not merely for the education they afford to those who frequent them, but for their influence upon the elementary schools of the district. On both accounts, it is much to be desired that seminaries of the same order were more frequent throughout the country.

I have the honour to be, Sir,

Your very obedient servant,

(Signed) JOHN GORDON.

J. P. Kay Shuttleworth, Esq.,
Secretary, Privy Council Committee on Education, &c.

Appendix—No. 1.

Outline of the Course of Study pursued in the Ayr Academy.
(Communicated by the Rector.)

English Department.

Junior Division.—Irish National School Books, 1st, 2nd, 3rd, 4th, and 5th; Connel's Companion; M'Culloch's Series of Lessons, and Course of Reading; Simpson's Histories of Scotland, England, Greece, and Rome; Old and New Testaments; Old and New Testament Biography; Catechism; Dictionary.

Senior Division.—Knowles' Elocution, Hartley's, Ewing's, Chamber's, Walker's Key to Proper Names, Simpson's Books of History, Thomson's Seasons, Cowper's Poems, Campbell's Pleasures of Hope, Milton's Paradise Lost.

Grammar, and Composition illustrative of Grammar.—Rae's Grammar, Lennie's, Murray's, M'Culloch's, Grant's, Crombie's, Parker's, Irving's.

Writing and Drawing.

Writing.—Ordinary Business Hand. Current or Epistolary Hand. Ornamental Writing.

Drawing.—Sketching, taught to all who attend Writing. Common Drawing in its various branches. Linear Perspective. Anatomical, Architectural, and Mechanical Drawing. Planning, or laying down of Grounds, &c. Defensive Fortification.

Arithmetic and Mathematical Department.

Arithmetic, Junior.—Ingram's Arithmetic.
,, *Senior.*—Thomson's Arithmetic, Scot's, and Davidson's.
Algebra, Junior.—Bryce's Algebra, Thomson's, Chambers', Bonnycastle's.
,, *Senior.*—Euler's Algebra, Bonnycastle's large work.
Geometry.—Thomson's Euclid, and Ingram's Practical Mathematics.
Higher Mathematics.—Cambridge Conic Sections, Thomson's Trigonometry, Thomson's Calculus, Connel's Calculus, Wand's Algebraic Geometry.

Modern Languages.

French.—Lévizac's Grammar; Introduction à la Langue Française, by Fivas; Histoire de France, by Fleury; Pierre le Grand, by Voltaire; Athalie, by Racine; Esther, by Racine; Henriade, by Voltaire; Bourreau bienfaisant; L'Echo de Paris.

German.—Dr. Tiarks's Grammar, Dr. Tiarks's Exercises, Berger's Tales, Feiling's Course of German Literature, Lloyd's Dialogues.

Italian.—Peterelli's Grammar and Exercises.

CLASSICAL DEPARTMENT.

Latin, Junior.—Ruddiman's Rudiments; Grammar, with Exercises, by Dr. Hunter; Abridgment of Zumpt, by Dr. Schmitz; Arnold's Introduction; Nepos; Cæsar; Ovid.

Latin, Senior.—Arnold's First and Second Books; Crombie's Gymnasium; Jewish, Greek, and Roman Antiquities; Cicero, Virgil, Horace, Tacitus, or any other of the Latin Classical Authors.

Greek, Junior.—Greek Grammar, Sandford's Exercises, Arnold's Introduction, Sandford's Extracts, Greek Testament.

Greek, Senior.—Xenophon, Herodotus, Homer, Thucydides, Demosthenes, Sophocles, Euripides, Aristophanes, or any other of the Greek Classical Authors.

Composition, Logic, and Belles Lettres.—Irving's Elements, Blair's Belles Lettres, Campbell's Rhetoric, Whateley's Logic and Rhetoric, Mill's Logic—all to be got out of the Library.

Geography.—Angus' Geography, Thomson's, Complete System of Modern; and, to be got out of the Library—Malte Brun, Bell's, Murray's Geography; Balmain's Lessons on Chemistry; with a variety of books to be got out of the Library.

Use of the Globes.—De Morgan, Keith, Walker, Fergusson.

Table of Hours and Fees.

			Per Quarter.	
			s.	*d.*
English, Junior	10—11 and 2—2	first 2 years thereafter	5	0
			6	0
Ditto Senior	9—10 and 1—2		7	6
Grammar, and Composition illustrative of Grammar	3—4		7	6
Note.—If any pupil attend English Reading and Grammar at the same time, the fee for both is			10	6
Writing	8—10 and 12—3	one hour	5	0
Drawing	8—10 and 12—3		10	6
Linear Perspective				
Fortification				
Arithmetic	8—10 10—11 and 12—3	one hour	5	0
Do. Higher, with Algebra	10—11		6	6
Geometry and Higher Mathematics	11—12		10	0
Navigation and Mensuration			7	6
Algebra	1—2		7	6
Book-keeping	8—9		7	6
French	10—1		10	0
German	1—2		15	2
Italian	2—3		15	0
Latin { Junior	9—10 and 1—2		7	6
Latin { Senior	9—10 and 3—4			
Greek	3—4		7	6
Geography	11—12	7*s.* 6*d.* with Latin. Singly	10	6
Composition and Geography	10—11 and 2—3		12	6

SUMMARY showing the CLASSES in OPERATION at each HOUR.

Hours.	Mr. Lang.	Mr. Taylor.	Mr. Montgomerie.	Mr. Tzcinski.	Dr. Hunter.
8—9	. .	Writing and Drawing	3rd Arithmetic and Book-keeping		
9—10	Grammar and Elocution (Ladies)	Writing and Drawing			
10—11	Junior English .	. .	1st and 4th Arithmetic	Junior French .	Composition and Geography (Ladies)
11—12	Junior English .	. .	Mathematics . .	Ladies' French .	Geography
12—1	. .	Writing and Drawing	2nd Arithmetic and Ladies' Mathematics	Senior French .	
1—2	Senior English .	Writing and Drawing	. .	German . . .	Junior
2—3	Junior . . .	Writing and Drawing	Algebra, and 1st Arithmetic (Ladies)	. .	Composition and Geography
3—4	Grammar . .	. .	. .	. .	Senior Latin and Greek

No. II.

OUTLINE of COURSE of STUDY pursued in the IRVINE ACADEMY.
(Communicated by the Rector.)

FRENCH.—*Junior Classes.* Wolski's Grammar; Translation and Analysis of Christison's Fables.

Advanced Class. Surenne's Grammatology; the greater portion of Surenne's Extracts in prose and poetry; the first eighty lessons in De Porquet's 'Trésor, or Method of turning English into French at Sight;' French Phraseology; and Exercises in French Composition.

GEOGRAPHY.—*Junior Class.* Survey of the Physical Features of the Earth; Outlines of the Five Geographical Divisions, with a minute Examination of the Topography of England.

Second Class. Ditto, together with the Topography of Scotland and Ireland.

Third Class. Historical Sketch of the Progress of Geographical and Astronomical Knowledge, from the earliest ages to the present time; Geography, Physical, Historical, and Political, of the Countries of Europe; ditto of Hindostan; Globes, terrestrial and celestial.

ENGLISH DEPARTMENT.—Rev. GEORGE CORSAN, Master.
SYLLABUS of the ENGLISH DEPARTMENT.

The Junior Classes are exercised in Watts' Catechism and Hymns; in the Shorter Catechism; in M'Culloch's Second and Third Book of Reading; in the New Testament; in Lessons on Objects, Mathematical Figures, &c.

In the Junior Classes the science of Zoology is taught, and illustrated by an interesting collection of the pictures of animals, and of preserved insects and reptiles.

The Senior Classes are exercised in the manners and customs of the Jews and other Oriental nations, as illustrative of the Sacred Scriptures; in the history of the British empire; and in the Latin, Greek, French, and Saxon roots of the English language.

In the department of Elocution are taught the principles of inflexion, intonation, modulation of voice, and gesture.

In the Grammatical department are taught the sounds and powers of letters, the philosophical distinction between the different parts of speech, and the nature and conjugation of verbs.

The Syntax of the language is more fully illustrated by an explanation of the principles of Universal Grammar, and particularly by a comparison of the Syntax and Idiom of the Greek, Latin, French, and English languages.

In English Composition, the pupil is exercised in the use of words separately and in phrases; in variety of Arrangement; in variety of Expression; in the Analysis and Synthesis of Sentences; in Synonymes; in Transposition, Classification, Definition, Analogy, Tautology, Figurative Language, &c.

To exemplify the Rules, a variety of exercises are prescribed, and Essays upon different subjects must be written weekly.

COMMERCIAL DEPARTMENT.—Mr. JOHN WHITE, Master.

OUTLINE of STUDY pursued in the MATHEMATICAL DEPARTMENT of the IRVINE ACADEMY.

First Year.—First six Books of Euclid, &c.; Plane Trigonometry—its application to Heights and Distances; Mensuration of Surfaces, and the Investigation of the Rules.

In Algebra—the whole of Bryce's Algebra.

Text-books—Dr. Thomson's Euclid; Bryce's Algebra.

Second Year.—Spherical Trigonometry, and its application to the Solution of Astronomical Problems; Conic Sections; Application of Algebra to Geometry, &c.; the Higher Equations; Differential and Integral Calculus.

Text-books—Dr. Thomson's Trigonometry; Conic Sections (Cambridge); Dr. Connell's Calculus.

ARITHMETIC.—*Highest Class.* The whole of Davidson's Arithmetic. In this class the Philosopy of Arithmetic is particularly attended to.

Book-keeping—Seven sets.

Class-book—The system published by the Irish School-Book Association.

No. III.

OUTLINE of the COURSE of STUDY pursued in the KILMARNOCK ACADEMY.

(Communicated by the Rector.)

1. In the English Department are taught English Reading and English Grammar.

2. In the Commercial and Mathematical Department are taught Writing, Arithmetic, Book-keeping, Geography and Astronomy, Mathematics and Natural Philosophy.

Text-books—Morrison's Arithmetic, Thomson's Arithmetic, Hutton's Book-keeping, Morrison's Book-keeping; Thomson's Geography, Buchanan's Atlas, Reid's Astronomy, Thomson's Euclid, Thomson's Algebra, Christison's Logarithms, Davidson's Mathematics, Thomson's Plane and Spherical Trigonometry, Cambridge Conic Sections, Connell's Differential and Integral Calculus, Whewell's Mechanics, Wood's Natural Philosophy, Newton's Principia, &c.

3. In the Department for Ancient and Modern Literature are taught Latin, Greek, French, German, and English Composition.

Text-books read in the Latin Classes—The Edinburgh Academy Rudiments, Academy Delectus, Grammatical Exercises, Gibson's Eutropius, the 'Decerpta from Ovid's Metamorphoses,' Cæsar's Commentaries, Sallust, Virgil, Professor Ramsay's Extracts from Tibullus and Ovid, Horace, Livy, Cicero, Tacitus, and Juvenal; Dr. Carson's 'Rules for the Construction of the Relative Qui, Quæ, Quod, with the Subjunctive Mood;' Adam's Roman Antiquities, the Edinburgh Academy Ancient Geography.

For Latin Prose Composition are used Arnold's First Latin Book, Arnold's Second Latin Book, and Arnold's Practical Introduction to Latin Prose Composition; for Latin Verse, Dr. Carey's Latin Versification made Easy, &c.

Text-books read in the Greek Classes—The Edinburgh Academy Greek Rudiments, Dunbar; Exercises, Sandford's Extracts, Arnold's Introduction to Greek Accidence, Arnold's Introduction to Greek Prose Composition, Greek Testament, Xenophon's Anabasis, Homer, and Euripides.

Text-books read in the French Classes—Hallard's Grammar and Exercises, Wolski's French Extracts, Monteith's Course of Lessons in the French Language, De Porquet's Trésor, Charles XII., Télémaque, Cottin's Elisabeth, Gil Blas, the Henriade, and Racine's Athalie.

Text-books read in the German Classes—Bernays' German Grammar, Bernays' German Exercises, Thomson's German English Analogies, Bernays' German Reader, Bernays' German Poetry for Beginners, and Bernays' Anthologies.

Text-books read in the English Composition Class—Irving's Elements of English Composition, Carey's Introduction to English Composition and Elocution, Walker's Themes and Essays.

Report on Edinburgh and Glasgow Normal Schools, by John Gordon, Esq., Her Majesty's Inspector of Schools in Scotland.

SIR, Edinburgh, May, 1847.

THE Normal Schools in connection with the Church of Scotland were established in consequence of the encouragement offered by the Committee of Council in their Minute of December 1841.

One-half of the expense of erecting the building now occupied by the Edinburgh Seminary was defrayed by the grant made in terms of that Minute from the public fund.* The building for the Glasgow Seminary had been erected a few years before by the Glasgow Educational Society at an expense of nearly 17,000*l.* According to the arrangement proposed by the Committee of Council, this was transferred for the purposes of a normal seminary to the Education Committee of the General Assembly, who became responsible for an unpaid balance of the expense of the erection, and of other expenses, amounting to 5600*l.* By the same Minute a further grant of 500*l.* was made towards the maintenance of each of these schools, to be repeated yearly during the pleasure of my Lords. Certain conditions were annexed to these grants, one of which was, that equal sums for the several objects should be contributed by the General Assembly's Committee. The rest will be noticed in the sequel.

The Edinburgh Seminary commenced in the new premises in August, 1845. From circumstances unnecessary to be here noticed, the occupation of the building at Glasgow, by the General Assembly's Seminary, did not take place till the month of August in the same year.

I am honoured with my Lords' instructions to visit and report on these institutions, on occasion of the General Assembly's Committee making their first application for a grant in terms of the Minute of Council, towards the expense of maintaining both schools from the term of Whitsunday 1845 to the term of Whitsunday 1846.

I.

Origin and Objects of the Schools.—The normal schools having been thus originated by the Church, and favoured by the Government, it may be presumed that there was something imperfect in the state of elementary education which they were considered well fitted to rectify; but the circumstances out of which they arose may be here noticed, as serving to indicate the specific objects which seminaries of the kind ought to have in view.

1. It was seen that a considerable part of the lower population, whether because schools were wanting, or ill conducted, or ill

* *Vide* Appendix, Minute of Council, December 1841.

attended, had received little or no education; and it was judged that, if more attention were bestowed upon the preparation of teachers, an improvement in this respect would take place, not merely from the abler tuition so provided, but from that better inclination to be instructed, which follows in general the appearance of intelligent and zealous masters. It was supposed, also, that such a preparation of the teachers, at once more liberal and more specially directed to their profession, would help to the attainment of their proper place in the community, and so benefit the education of the country; for if the increased resort to schools should do little for their advantage in respect of income, some advantage of the kind would be the more apt, with every addition to their merits, to arise from other quarters: if not, the benefit would remain, of their possessing as much intelligence as would itself prove a source of enjoyment and respectability.

2. In the next place, the population had so far outgrown the means of education provided by law, that the unendowed schools were more than three times the number of the endowed, while their masters were generally inferior to those of the latter class, and often so unequal to the duty they had undertaken, as to suggest forcibly the need of their being somehow enabled to come to it with more of the requisite qualification. And this appeared the more needful, as the non-parochial teachers were not subject to the same legal test of qualification as those of the established schools, while the want of such a test in their case might be, in some measure, supplied by a system of preliminary training.

3. The opportunities of employment opened up by the extension of commerce, manufactures, mining, and other kinds of industry, had indirectly tended to lower still more the qualification of those who were left to pursue the business of teaching.

4. Another effect of the extension of the national industry in these departments was to withdraw from school a great proportion of the children of the labouring classes at a very early age; and it was plain that the shorter the period of education, so much the more need that the masters should be competent to employ it to good account.

5. It was observed, that there is a tendency in the occupations connected with some of the branches of industry now mentioned, to impair the character of domestic education among the labouring classes; and the remedy was looked for in the school. The school came, on this account, to be considered, rather more than it had been, as a place not merely of instruction, but of general education—as appropriating, in fact, somewhat more of the office of the parent. It followed, that the general character and manners of the masters became to the promoters of schools a matter of still greater interest than before; and the same could be, at once, discovered and formed, or in some degree influenced, in the Normal school.

6. There was another and more special reason for the establishment of schools of this sort, in the improvements which had been recently introduced upon the methods of elementary instruction, and this chiefly in the Sessional School, Market Place, Edinburgh. To establish a normal seminary might well be considered as the readiest mode of diffusing a knowledge of such improvements; and accordingly the Sessional School now mentioned was among the first, if not the first in Scotland, which came to be employed for normal purposes.

Lastly. About the time referred to, it became more commonly known than before, that institutions of the kind had been tried in Prussia, Germany, and France, and with results, in some respects, that might well tempt the experiment elsewhere.

These circumstances suggested the formation of a seminary for the preparation of teachers, in the hope of thereby amending much of what was seen to be amiss in the state of education throughout the country; nor could there be any difficulty in fixing the objects of such an institution, for they are well indicated by the exigency that produced it, and their importance had been long felt and acknowledged: they are of four distinct kinds:—

1. The main object is to form a talent for the work of teaching, under the ordinary conditions of a public school, and a character which might ensure its effective application. The first thing, therefore, that claimed attention was, that those admitted to the seminary, should themselves possess, or be brought to possess, a competent knowledge of whatever they might be called upon to teach. It was known that much of this needful knowledge behoved to be imparted in the seminary, since most of those who might be admitted had probably, from the general state of education in the country, wanted opportunities of being so qualified elsewhere. At the same time, it was supposed that the study of mere method in tuition did not proceed very naturally, or with sufficient employment of the energies, when pursued alone, and was likely to advance with more spirit, when conjoined with a felt progress in other kinds of knowledge.

It was no less properly, however, the object of such institutions to instruct in method, both as respects the organizing and the government of schools, and the dealing with young minds, and with many and various minds in the course of tuition. Of this art, most of those for whom the seminary was intended could have learnt little; for presumably, the schools which they had seen were few and ordinary. But what evinces especially the use of a normal school in the point referred to is, that, once a teacher has entered upon the charge of a country school, the means of his acquiring any knowledge of this art, beyond what his own sagacity may give, are well-nigh foreclosed; his position is then isolated, and the example of other schools is wanting, from the unremitting nature of his duties. If, therefore, he be not well instructed in this

way at the outset, it is unlikely that his own single and solitary experience will afterwards make much amends.

It is also an essential part of a teacher's qualification, that his knowledge should be animated with a zeal to impart it, derived at once from a sense of his own duty, a benevolent wish for the welfare of his pupils, and a love to the occupation; and it was believed that a character of this description was likely to be promoted, by bringing numbers together at the threshold of their professional life, to be impressed with a sense of the importance of the office they were about to undertake, corresponding to the care which they should experience in the preparation for its duties.

2. Another object of the normal school is to discriminate, among those who resort, or propose to resort, to the schoolmaster's profession, such as possess a suitable capacity and character, by due care in the admission of candidates to the seminary.

3. Another object is to encourage the resort to the profession of capable persons, by offering the advantage of a competent education, and insuring to them, in due time, opportunities for the employment of their talents.

4. The institution was further designed to be in some degree probationary, for it was presumed that the Directors would be consulted much in the exercise of the patronage of schools throughout the country, and deemed important that the masters they might have to recommend, should be known individually in the bent and force of their characters, intellectual, moral, and religious.

Accordingly, some faint efforts were made in Scotland, about twenty years ago, to bring a certain class of teachers (those employed or about to be employed by Education Societies) under a short course of preparatory training. In 1826 the Education Committee of the General Assembly of the Church of Scotland began to place at one or other of the best-conducted schools in Edinburgh, the teachers appointed to their schools in the Highlands. In 1838, the Sessional School of Tron parish, in Edinburgh, was transferred to that Committee, to enable them to pursue this plan with more convenience and effect. It was then the best model elementary school in Scotland; and it was used, as much as possible, to all the intents of a normal seminary for teachers, under the care of the Assembly Committee, down to the year 1845.

In the mean time, an Institution of the same nature, but more expressly formed and better appointed for the purpose, had been established in Glasgow, in the year 1835, by an association of benevolent individuals called the Glasgow Education Society—the same with which the name of Mr. Stow, its principal director, has been so eminently connected.

It may be noticed, that while both of these schools originated, more or less, in all of the occasions before mentioned, the Edinburgh school seems to have been suggested mainly by the

desire to spread a knowledge of those improvements in school method, which are well known to have had their rise there; while the Glasgow Society appear to have chiefly aimed at the "training" of a class of teachers who should be qualified to afford to the neglected children of the poor in that city much of that moral education which was wanting to them at home.

The result of these experiments encouraged the General Assembly's Education Committee to proceed farther in the same course; and having sought the aid of the Committee of Council towards the establishment of a Normal seminary better suited to the nature and extent of the object, the design was favoured by my Lords in the manner that has been mentioned; and at the same time, by an arrangement with the Glasgow Education Society, the normal institution in that city was transferred to the General Assembly's Committee.

The Edinburgh seminary is superintended by the acting sub-Committee of the General Assembly's Education Committee, consisting of lay as well as clerical members, who appoint the masters, regulate the expenditure, the rate of school-fees, the terms of admission for the students, and other matters. A local branch of the same Committee performs the same offices, and with much the same powers, for the seminary at Glasgow. These Committees act separately; but the unity of their action is secured by their adoption, at a general meeting, of those principles or leading rules which will be noticed in the sequel.

The situation of both schools is highly favourable to one purpose which they are required to serve—that of their being "model elementary schools for the children of the poor of the respective cities."* The Edinburgh school stands on the south side of Castle Place. "The building has two fronts; the whole of the principal floor on the level of Castle Place is laid out for the class-rooms. The hall is 65 feet by 30 feet, and 20 feet high; the other rooms in proportion, all being ventilated on the best principles. Owing to the fall of the ground behind, two floors are below the level of Castle Place. The ground-floor on the low level of the close behind is laid out for kitchen, washing-house, laundry, and servants' apartments. On the floor over the above is the library, and the dining-hall for the normal students; also the parlours for the assistant teachers and matron, with girls' work-room, &c. On the first floor over the school-rooms are the apartments for the rector, the committee-room, &c.; and on the attic-floor are the dormitories for the students."† The Glasgow building, situate at Dundas Vale, in a very populous neighbourhood, contains sixteen class-rooms, with secretary's rooms, students' hall, and residence for the head master and the janitor.

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* Minute of Council, December 1841.
† Statement by General Assembly's Committee, 1845.

II.

The Normal Schools during the first Eighteen Months.—The Normal schools commenced in the year 1845, under circumstances unfavourable to the immediate development of their plan. The recent secession from the Church of Scotland had occasioned a demand for teachers to many of the schools in special connection with the Church, and very commonly they were sought for at the normal seminaries. The occasion suggested two alternative courses—either that the vacant schools should be supplied with teachers wholly untrained, or with such as should have benefited in that way to a limited extent. The Directors decided for the latter; and in doing so, they considered that the vacancies in the parochial schools did not admit, by law, of being long continued, and that, by force of circumstances, the case was much the same in regard to the schools of the General Assembly and the Society for Propagating Christian Knowledge and some others; that the term of attendance at the normal school must be, therefore, short; and that a short term should not be refused under the uncertainty of teachers once appointed to these schools having either leisure, means, or inclination to return at a future period. At the same time, it was deemed the more necessary to give to teachers at the outset every possible advantage, seeing that their appointment to one class of these schools is by law unchangeable, and to the others almost equally so in effect.

Accordingly, in the course of the first year from the opening of the schools, there were three stated examinations for admission to each, at intervals of four months; and the period of attendance at the seminary, varying according to the proficiency of the students and the demand for teachers, appears from the registers to have been as follows:—

	Edinburgh.	Glasgow.
Total number of students in that year	99	16
Number that attended not more than 1 month .	31	
,, 2 months .	27	
,, 3 months .	14	1
,, 4 months .	23	
,, 5 months .	2	1
,, 6 months .	2	14
	99	16

The Directors desire it may be understood that they have at no time been satisfied with an arrangement which admits of such limits to the period of attendance; and that they have considered it as merely expedient in the passing circumstances referred to.

I proceed to describe the means and the result of the means which have been employed in both schools, for the attainment of their proper objects,—distinguishing these objects as of the four distinct kinds already specified. It will be observed, that the state and operation of the schools admit now of being traced, for

the first year, only with reference to three of their objects; for there remain in both schools only those students who entered in August last, or at a later period, to prove the extent and quality of the instruction given at the schools,—which is the fourth and main purpose of their establishment.

1. *Resort of Students.*—How far have the normal schools encouraged a resort to the schoolmaster's calling, by the opportunities they offer of becoming qualified for its practice? The admission of students to both seminaries takes place on one or other of these arrangements:—

First, a certain number selected in the manner to be after noticed are to be maintained during their attendance, on the respective foundations. At the Edinburgh institution, they are lodged and boarded. At the other, there is no provision for domestication; but they receive an equivalent allowance of 8*s.* per week, and are at liberty to choose their places of abode anywhere in the town. The number thus maintained is limited in the one case by the extent of the accommodation, and in both by the amount of the revenue of the schools.

Each seminary has a fund applicable to its uses of 1000*l.* per annum at least—one-half contributed by the General Assembly's Education Committee, the other half conditionally by the Committee of Council. Each has an addition to this revenue from school-fees, which, at Edinburgh, amount to about 118*l.*, and at Glasgow to nearly 300*l.* per annum. It is computed that thirty students may be constantly maintained at each school, upon the funds at the Directors' disposal for that and other purposes.

Next, the Edinburgh institution has been planned to receive a few more indwelling students than the amount of its fund at present permits; so that twenty may be admitted as residents on payment of 1*l.* 12*s.* per month, on previous examination as in the case first mentioned, and on engaging to remain for a period of not less than two months.

Again, both schools are open to an indefinite number of students who seek no aid towards their maintenance, from the Directors. These are not examined, like the rest, at entrance; and they are not required to remain for any certain term. They pay an admission-fee of one guinea, and receive at their departure no certificate of qualification, unless, on a special examination, they have satisfied the Directors of their having attained the requisite proficiency. These arrangements have always been publicly announced in the advertisement of the stated times of admission, and the notice is inserted repeatedly in certain of the public prints.

It is announced at the same time that candidates of all religious denominations are admissible to both seminaries; but, in consideration of the greater demand which there has always been for teachers to schools in special connection with the Established Church, the first class of places—those, namely, which afford a

free maintenance—have hitherto, in every instance, been assigned to students of that communion.

The results, from the commencement to the present time, have been as follows:—

	Edinburgh.	Glasgow.
Number of students admitted free . . .	62	23
Admitted to reside in the Edinburgh institution at their own expense . . .	34	
Admitted at their own expense, and residing *out*	23	5
	119	28

Of those who are unaided by the funds of the institution, and dependent on their own resources or the liberality of their friends, it is observed that very few were indebted to the promoters or patrons of the schools for which they were intended.

The resort appears to have been limited so far, mainly by these circumstances:—1. The newness of the institutions in the educational system of the country, which leaves them to be sought by such only as prepare for their calling in a certain spirit of enterprise, and deprives them of those who, in far greater number, might have been carried thither by the mere force of custom. 2. The little return for any expensive or long preparation in the usual reward of the teacher's services; and the common readiness over the country to accept of these services without such preparation. It is from this, more than from any other or all other causes, that normal schools in Scotland and elsewhere do not yet prosper according to the wishes of their patrons; if so, it would seem that they are not calculated to stand alone as a means of ameliorating the education of the country, but that they require to be supported by other measures tending to render the teacher's profession more attractive.

If such be the circumstances that have chiefly operated against the resort, the normal schools may be expected to prosper more in this respect hereafter; for they are evidently circumstances of a changing nature. The uses of a normal school are becoming better known, not merely from the action of those in Scotland, but from the example of those in England and abroad. The Directors are, at the same time, well aware how much more attractive the seminaries under their charge may yet become by those improvements in their plan which have always been kept in view; they even entertain a hope that the time is not distant, when patrons will generally require an attendance there as a necessary qualification in the candidates for schools. Above all, those seminaries are about to receive the very aid they needed, from the extended application of the Parliamentary grants now proposed by the Committee of Council, which leaves their success in this particular no longer doubtful.

2. *Examination of Students.*—How far have the normal schools served the interests of education by discriminating those likely to act well in the capacity of teachers, from those who afford no such

promise? The methods used by the Directors for this purpose are the following:—

The same public advertisement which announces the periodical admissions indicates the subjects on which candidates are expected, at the preliminary examination, to exhibit some degree of proficiency. The candidates invited are of two classes—one professing what forms the least amount of acquirement for a teacher in any situation—reading, writing, arithmetic, the elements of English grammar and geography, and a knowledge of the principal portions of Divine Truth—the other, in addition to these, professing some acquaintance with the Latin and Greek languages, and with the elements of geometry and algebra. The degree of proficiency required in most of these branches has hitherto been somewhat indeterminate, the Directors reserving to themselves to set off, against ascertained deficiencies, the apparent capacity and other merits of the candidate.

Now it may be presumed, that the public notice of these requirements leads to some preparation for the trial; and moreover, that, while it encourages the more capable, it dissuades others who are less so, from entering on the profession, or teaches them to lower their aim in it to the level of their ability. So that the first effect of the normal schools in the direction referred to, ensues upon the mere advertisement of the time and terms of admission.

The next effect takes place when the Directors decide, after an inspection of testimonials, upon the individuals that seem to merit a citation for the trial. The total number of the applicants whom it was not thought proper to favour in that way, from the commencement, was for the Edinburgh school 29.

Another separation takes place when the candidates appear for examination; which is conducted as follows:—The Directors, or acting Committees of Assembly, are convened for the occasion; and the candidates in succession are examined by the clerical members, assisted, in certain parts of it, by the rector and the first master. The ages of the candidates are inquired; and it appears that of the whole number, 62 were betwixt the years of 18 and 21, the rest above the latter age. The past occupations of the candidates are also inquired; fifty-seven appearing to have been already occupied in teaching; 19 to have been without experience in that way, but young, and intending this profession from the first; 20 whose views had been for a time otherwise directed. Their past opportunities of education are also inquired: not more than 10 appearing to have attended an university for any length of time, and the rest being taught at the parochial or other country schools of an inferior kind. The results of these examinations are recorded; and it appears from the minutes that, of the whole number of candidates examined, 13 were remitted from the Edinburgh school, and 16 from the other.

In these circumstances, the Directors may be considered to

perform, or as offering to perform, somewhat of the same part in reference to the schools of the country at large, as other bodies perform in reference to certain classes of schools. The Presbyteries of the church and the heritors of parishes make trial of the qualifications of candidates for parish schools; the Education Societies deal in the same manner with the teachers that seek employment under them. But besides the Parochial and Society schools there are still in Scotland nearly 3000, which may be occupied by masters subject at no time to any similar test, and most of which schools require to be as well served as any other. Here, then, is a defect in the educational system of the country, and a large opportunity for the normal schools; and this peculiar recommendation they present—that they interfere at an earlier period in the teacher's career than the other bodies referred to.

3. *Promotion of Students.*—The trial of the merits of the candidates does not terminate with the preliminary examination, but is continued in another form after their admission to the seminary; where it is exercised perhaps not quite so much upon their talents and their progress in study, as upon their entire personal character with relation to the profession they have chosen.

They are seen there at once in their conduct as students and as teachers, as well as in the manner and sentiment of their intercourse at all times with the society of the establishment—the latter opportunity only wanting, in a great measure, in the seminary where they are not resident.

It is observed, for example, that some who are ardent in their own studies do not carry the same zeal into their practice as instructors; and that others are eager to engage in the latter way prematurely, and to the neglect of their own improvement.

The intellectual character may be tolerably estimated at the first examination; the moral discovers itself more slowly under the probation of the normal school, and, in truth, it is that which mainly claims inquiry,—forming, as it does, the ground or fulcrum of ability in every calling, and more especially in such as, like the teacher's, do not afford a stimulus to efficient conduct in the mere pleasure of a various and exciting exercise of the individual's own powers.

While under trial at the seminary, the students do not undergo a second formal examination by the Directors; but the manner in which they acquit themselves there is learnt from the reports of two of the Directors appointed, in rotation, to act as visitors or inspectors for a period of one month, and more particularly from the frequent reports of the rector or the first master. It appears that, of the whole number admitted to the seminary, 10 were judged unlikely to become good teachers, and were therefore relieved from attendance.

It is plain, however, that the office of the Directors does not rest here, and that the mere discernment of the professional and

other qualities of the individuals under their eye, is of little consequence, until the opportunity is given of placing them in situations answerable to their talents. So properly, indeed, does it belong to the directors of such institutions to officiate, or at least to advise or recommend in that way, that, as already said, it may be considered as one of the great objects of a normal seminary to provide for a suitable allotment of places to the teachers. How far, then, have the seminaries at Edinburgh and Glasgow served the interests of education in this manner?

The teachers who had the benefit of these institutions in the course of the first twelve months appear to have been distributed by the respective Committees as follows:—

	Edinburgh.	Glasgow.
Total number	99	15
Appointed to assembly schools . .	31	10
Recommended to parochial schools as masters or assistants	16	1
Recommended to subscription schools .	14	4

Of the rest the greater part are understood to have returned to the schools which they already had in charge. It may be added that there was ample opportunity to the seminaries of being more serviceable in this manner had the students been more numerous; insomuch that not a third part of the applications to the Directors for masters to schools over the country were or could be answered by the recommendation of individuals trained in either of the schools. In this there is a remarkable proof of the need of such institutions for one at least of the great purposes here ascribed to them.

4. *Studies.*—It remains to advert to the studies and other occupations of the young men while attending the seminaries, and to the progress they appeared to have made at the time of inspection. Their instruction, as already said, is directed at once to the extension of their own knowledge and to the acquirement of method and skill in the art of imparting it.

Both kinds are given from the commencement; and to each certain hours are allotted daily. There is another course which is sometimes followed in Normal seminaries—that of confining the attention of the young men, for a given period at first, to their own studies, reserving to a later time all practice in teaching and all lessons upon the art of teaching and school management. The Directors have preferred the plan which occupies in both ways from the outset; considering that hitherto the whole term of attendance has been short; that not a few of the students have been already used to the practice of tuition; and that this, the final object of their pursuit, should be always kept closely in view, and prepared for, betimes, in the directest manner possible. They considered, too, that, if there was any tendency in the superior instruction given at their schools to alienate from the schoolmaster's ill-rewarded

profession, the hazard was likely to be increased by an arrangement which should leave them for a length of time unengaged in its practice.

(1.) Their studies are in the same branches on which they had been examined, previous to admission; for it is seldom that, in each and all of these, there is not need of further acquirement. It is another feature of the normal discipline that they are initiated in some branches of which they had professed no knowledge; for it has been found, that the same want of opportunities which had occasioned an imperfect acquaintance with some things, had left an entire ignorance of others almost equally necessary to be known, and that some studies in the normal school behoved to be pursued from their very rudiments. Perhaps this elementary character of teaching was not anticipated for normal schools at the outset; but experience has proved it to be, to a great extent, inevitable. Of the 99 students at the Edinburgh school from its commencement, those who had received their first lessons in different branches after their admission are numbered as follows:—In Latin, 5; in mathematics, 13; to all of them anything like a regular instruction in Psedeutics was entirely new.

In the Edinburgh school, different masters have been appointed for the teaching of the following branches—1. Ancient languages, English composition, Bible history and doctrine. 2. Mathematics. 3. Gaelic reading. 4. Singing. 5. The common elementary branches. The first named are taught by the rector; the last by the first and second masters. The same arrangements have been made for the Glasgow school, excepting that there is there no Gaelic tutor, and that the rector's part has hitherto been performed by the first master.* The acting Committee for that school have desired that the first place in such an institution should be occupied by a licentiate of the church; and, after much diligent inquiry, they are about to present an individual considered to possess every accomplishment for the office. The rector, and the first, second, and third masters give their services wholly and unreservedly to the respective seminaries; the other masters are engaged here only for certain hours. All of them receive their appointments from the respective acting Committees; but the appointment of the rectors requires the concurrence of the Committee of Privy Council.

The time appointed to the direct teaching of the students, by all the masters at the Edinburgh seminary, is 20 hours weekly: the

* The salaries of the masters are as follows:—

	Edinburgh.	Glasgow.
Rector	£250	—
First Master	150	£145
Second Master	50 and board.	80
Third Master	—	40
Mathematical Tutor	25	—
Gaelic Tutor	30	—
Singing Master	24	50

rector being so occupied each of the five days, on an average one hour and a half; the first master, one hour; the mathematical tutor, one hour and a half; and the Gaelic tutor, one hour. Further particulars of the time thus employed by each master are contained in the appended Tables. The distribution in the Glasgow school differs slightly from what is here stated.

It may be only remarked here, that the Directors, after a sufficient trial of these arrangements, are of opinion that they admit of improvement; and that, by allotting more time for direct teaching by the masters, the instruction at the institution will assume a more solid character, and admission to the seminaries become more an object of ambition among teachers. The changes which they now propose in this respect will be found in the sequel.

The time for private study in the Edinburgh school is in the morning from seven to eight o'clock; and in the evening, one hour for those who read Gaelic, and one hour and a half for the rest. The time allowed for the same purpose to the students at Glasgow is whatever time they choose so to employ before assembling at the seminary at eight o'clock in the morning, and after leaving it at nine o'clock in the evening. While engaged in this manner, the students at the Edinburgh school meet in the Library-room, where they are occasionally visited by the second master. During the first or morning hour, they prepare the tasks appointed by the masters whose instructions they are to receive in the course of the day; the rest of the time is occupied in preparing the lessons which they are themselves to teach the following day in the practising school. There is a like division of their studies prescribed for those of the other seminary. No specific time is assigned, and none, indeed, remains in either case, for such general reading as individuals might choose for their instruction or recreation. The directing Committees are of opinion, that the time set apart for private studies may be somewhat lengthened with advantage; and they are aware of the necessity of vigilance upon the manner in which it may be employed.

To these particulars, which indicate the opportunities provided for self-improvement, it may be added that the young men at both institutions manifest a good capacity and a very laudable zeal to profit by the advantages to which they have been admitted; and, estimating their acquirements at the time of entering from the Minutes of Examination and from their present proficiency, it may be said that they had come to the seminaries as well informed as a considerable proportion of the teachers of unendowed schools in Scotland.

They were now, for the most part, in mid term, or rather, as the term has been extended since their admission, they were not so far advanced. In inquiring into the progress they had made, I employed an examination partly oral, but chiefly by written questions; to which answers, prepared by each in separate apartments, were re-

turned in writing. The questions proposed on the several subjects, with an estimate of the merits of the answers, are presented in Appendix; and, referring to these details, it is only necessary to remark here—

That this examination, while it does not exceed, may be understood not to fall short of the range of professed acquirement, and to indicate the farthest stage of progress at the time referred to, that is, after an attendance at the seminaries for periods varying from three to six months; that the progress of the students was not so unequal as to prevent the classing of all together for a common lesson—a point of some consequence in the ordering of a normal school; that, if the different branches were to be named in the order in which they appeared to have been studied with the best effect, they might be placed as follows: scriptural knowledge, arithmetic, mathematics, Latin grammar, geography, English grammar, exercises in orthography. The first two branches are taught remarkably well in both schools by the first masters (Mr. Manson and Mr. Forbes); so also is the Latin language, by the rector of the Edinburgh school, the Reverend George S. Davidson.

It will be understood from this arrangement, that there is a considerable inequality in the progress made in the different branches, and that the progress has not been greater or less according as the subject is more or less simple and elementary. This inequality is the remaining effect of the original instruction they had received at common schools; but it is gradually disappearing under the better regulated system of teaching here practised. It must be often found in Normal schools, that the primary parts of instruction claim for a time the greatest share of attention; and that it is by no means their distinction to be occupied either with what belongs exclusively to the schoolmaster's profession, or with only the advanced parts of common education.

In mere English reading, for example, while there may be faults that require correction in any class of students, more especially is this the case among those to whom Gaelic is the mother-tongue. Of these there are few who have not been somewhat accustomed to the familiar speaking of the English; but there are not a few, whose knowledge of the latter is extremely limited, and whose use of it is marred by the idiom of their vernacular to such a degree, that the master finds it a task of no little difficulty to conduct their instructions wholly in English. Again, it is not uncommon to observe, in the written exercises of those who have shown a considerable proficiency in such branches as religious knowledge or arithmetic, faults of writing, punctuation, and spelling. Some of the trial essays, while they evinced a good deal of the best moral instruction and habits of reflection deserving of all commendation, were yet deformed by errors of simple orthography. It appeared in these instances that the church, the common tone of social intercourse, natural capacity, and some little reading, had done more for the

education of these young men than had been done for them by the schools which they had before frequented; and so much the more plain it was, what specific office the normal school had now to perform in regard to them.

In the Glasgow school, most of the branches named are taught by the first master—there being yet no rector and no mathematical tutor, as in the other school, to share the labour. He is an able and devoted master, but overtasked to the disadvantage of the institution.

The method on which the instruction of the students in both schools is conducted is in no respect remarkable, except perhaps in this—that, while classification is upheld, it is unaccompanied with distinctions or rewards of any kind; and this upon the supposition that the young men have come to the seminary so earnestly bent on their own improvement as to need no such incentives to pursue it—a supposition that seems warranted by their whole deportment. It may be fairly presumed, indeed, that the young men who resort to a normal school will generally be found to pursue their studies with a full sense of the value of the privilege to which they have been admitted, with the strictest economy of time, and with the greatest ardour to advance; these dispositions being implied in the very fact of their appearance in that place.

(2.) The opportunities of instruction in the arts of teaching and of school management, which form the distinguishing object of these schools, have been provided in three different ways—by practice, by example, and by lecture. The students are appointed to teach, and to observe the teaching of the masters in the model or practising schools, which are constituent parts of the seminaries, and which, though intended at the same time for the "instruction of the children of the poor," must be regarded mainly as subservient to the normal office of the institutions with which they are connected. In this view of their purpose the condition of the practising schools may be shortly noticed.

In the first place, the number of the pupils requires here, as in all instances, to be regulated by the extent of the accommodation. The attendance at each school amounts to about 550—an amount, in the case of the Edinburgh school, greatly exceeding what was expected in the outset, and much greater than can be conveniently received. It is, for that reason, already in the course of being gradually reduced.

Again, the number of the pupils should bear a certain proportion to the number of the teachers; and in this respect it is, in both cases, excessive. In the Edinburgh school the only regular teachers are the first and second masters, for the rector does not officiate in the practising department; and neither assistants nor pupil-teachers are there employed, these being supposed unnecessary while so much aid is derived from the students as will be after noticed. The arrangements in the Glasgow school are much the same, excepting that there is a third master, sometimes a mistress, whose attention

is confined exclusively to children from five to seven years of age. May it not be held as a desirable condition for every practising school, that it should not be dependent to any considerable extent upon the services of the students in the capacity of teachers; and, moreover, that pupil-teachers, properly directed and charged with proper tasks, should form part of their appointments? Under the encouragements now given to pupil-teachers by the Minutes of Council, they will probably be soon found in very many of the common elementary schools; on that account alone, it is fit that the proper manner of employing them should be exemplified in normal schools.

Another requisite for the practising school is the continuous and lengthened attendance of the pupils; without which, it is plain, it can afford no perfect opportunity of practice. In general the period of a child's attendance is beyond the master's control, being determined in a great measure by the circumstances of the parents. There can be no doubt that both schools (but especially that of Edinburgh) are, from the short and irregular attendance of many children, exposed to considerable disadvantage.

It is further requisite to the practising school that it should present a fair proportion of pupils of the different ages proper for school attendance. On this point it may be enough to state as follows:—

	Edinburgh.	Glasgow.
Number of children above 10 years	127	123
,, above 12 ,,	34	98

The ages of the children are, however, to be regarded here, only as they indicate the capability of the schools to exemplify instruction of the different kinds and in different stages of advancement. The branches commonly taught in parochial schools are stated in the following table, which shows at the same time how far they are taught in the practising departments of the normal schools:—

	Edinburgh.	Glasgow.
Reading	560	550
Writing	346	360
Arithmetic	293	360
Grammar	293	269
Geography	293	400
Geometry	—	—
Algebra	—	—
Mensuration of heights and distances	—	—
Latin	—	—
Greek	—	—
French	—	—

It thus appears that the practising schools afford no opportunity of teaching either languages or mathematics, though in both there is a special provision for the instruction of the students themselves. It may be added, that some of the elementary branches, more especially arithmetic and English grammar, are not taught as yet in either school to any great extent; and that the general progress in these branches, though favoured by the unremitting exertions of

able masters, witnesses at once to the recent formation of the schools, the newness of every sort of instruction to a considerable part of the pupils when they entered, and the shortness of the time during which not a few of them have yet been under teaching.

These defects in the conditions of the practising schools have been observed by the Directors, and are already in the course of being, as far as possible, rectified.

Of the methods employed in the practising schools, it is unnecessary to say more, than that they are not distinguished from those which are common in other schools of the better class. Normal schools may be expected to teach something of the nature of all methods of any recognised value; but their practising departments must be conducted on some single, congruous system. The simultaneous method, accordingly, is practised in both schools, but with that care to ascertain the impression made upon the minds of individuals, without which that mode is incomplete. The monitorial plan is not employed in either school, simply because the aid it furnishes is not there needed; but a semblance of it is presented in the teaching of the students. The Glasgow school has still some features of the system on which it was originally conducted—the gallery exercises, among which is the admirably conducted Bible lesson, frequent singing, much precision in the movements of the classes, regulated gymnastics, a style of interrogation that supplies great part of the answer, and that negation of all distinctions by means of places or reward, which has been noticed as marking, with less questionable propriety, the order of the students when classed together for their separate instruction. Such are the schools in which the students find their opportunity to learn the art of teaching by practice and from example.

In the Edinburgh school, each student is occupied in instructing a section of the pupils, two hours and a half daily. One section of the children is placed under charge of two students, who teach that section alternately for the space of fourteen days. Another section in a different stage of progress then succeeds, and remains under the same charge for the same length of time; and so on, till, in the course of two months, an occasion of teaching has been given to each, in all the branches and in every stage of progress. Meantime, their manner of conducting their respective sections is observed either by the rector, who is present in the practising school for this purpose one hour and a half daily on an average, or by one or other of the masters, who employ two hours daily in like manner,—each master, however, confining himself to a distinct section of the school. The students are thus under direct observation, during the greater part of the time they are employed in teaching; and afterwards, in their private class, they receive the remarks which the rector and the masters may have made upon the manner in which they severally appeared to have performed their tasks. So much in the way of practice.

They are, next, allowed to see the masters teach daily, for a certain length of time amounting on an average to one hour and a half. On these occasions, all the students are present at the same time, and all the branches are taught in rotation, upon the days specified in the Time-table appended. They are required to mark closely everything in the masters' mode of conducting the different lessons, and to note down their remarks for their own benefit afterwards. The notes are subsequently examined; and it is soon perceived, in the character of their own succeeding practice, how far they had profited from the example of the masters.

Lastly, they have all, both male and female, an opportunity of attending a weekly lecture delivered by the rector upon the theory and art of teaching, the design of which is described as being "to counteract the tendency of the practical engagements of the elementary school to degenerate into mere routine and a copy of the superintending master." The course consists of twenty lectures, occupied with the various topics set forth in the appended Syllabus.

Such, then, are the arrangements of the Edinburgh school for enabling the students to acquire a competent knowledge of the art of teaching, and of school-craft in general. At the Glasgow school, the arrangements are not so far different as to require any distinct specification.

I am of opinion that the time employed in the practising school is much more than consists with the requisite attention to other studies; and that when protracted so long, it is less for the advantage of the students than simply for convenience in carrying on the business of that part of the institution; and, moreover, that the length of time so employed may, with much propriety, be made to vary at different periods in the term of normal school attendance. It will appear that changes corresponding to what is here suggested have been proposed by the Directors in their more recent regulations.

(3.) If the object of the *common* school be not merely to instruct, but to educate; not merely to inform the understanding, but to cultivate the entire character, the object of the *normal* school is assuredly no less comprehensive. The schoolmaster, it is always to be remembered, is a moral teacher, and must be prepared expressly for that delicate and difficult office. The normal schools accordingly provide for communicating this qualification; and first, that of Edinburgh:—

Each hour in the day, from 6 A.M. to half-past 10 P.M., has its allotted occupation, fixed by rules which are unvarying, and, so far as could be perceived, invariably observed. The time assigned to study and to teaching has been already mentioned. Half an hour is set apart in the morning for devotional exercises, and half an hour for the same in the evening. On Sabbath one hour and a half is employed, under the rector, in exercises upon Bible history and Christian doctrine: public worship is attended in one or other

of the churches of the city; and in the evening, written abstracts of the discourses heard during the day are prepared and submitted to the rector's inspection. These arrangements mark a due solicitude for the moral well-being of the students, and a sense of its essential connection with the professional qualification of a schoolmaster.

At the same time, the general culture of the students at the Normal school almost necessarily receives a bent to their future calling—and this from the proper influences of the place, in particular from the fellowship of so many engaged in the same studies, brought together after a common trial, looking forward to the same pursuit, and entertaining the same hopes, anxieties, and ambitions. A society so formed begets a bias to the professed object so decided, that there is less hazard than might have been expected of the superior instruction of a normal school tempting to aspire beyond the schoolmaster's calling.

The arrangements of the Glasgow seminary being still incomplete from the absence of a rector, it is unnecessary to describe them in all respects; but in the respect last referred to, it may be noticed that, though the students are not resident at the institution, they meet there at an early hour daily for devotional exercises; and for the same purpose, on Sabbath. Accommodation is provided for them at the expense of the institution in one of the City churches, where all of them attend, accompanied by the first master.

On the whole, it will appear from these statements that the seminaries, up to the time referred to, have been organized for the temporary purposes already mentioned, and for nothing more; but there is good reason to believe that for these purposes they have been useful in each and all of the ways before specified. It remains to designate the outlines of the new constitution which the Directors have prepared for both schools, and on which they have already begun to act.

III.

The Directors have considered, in the first place, that schools for the children of the poor, if they do not need to afford more than a limited elementary education, behove to afford the same by masters as competent within their range as any masters intrusted with a more extended charge; nay, that there are difficulties in the management of such schools, from the short and broken attendance of the pupils, that require in the teachers somewhat more than the usual ability and devotion to their duty. They have considered, further, that a more advanced education is sought at many schools, the teachers of which are not qualified, and have had no means of being qualified, to supply it. For these reasons they have proposed—

1. *That two distinct classes of teachers shall be educated at the normal seminaries—one for elementary schools, the other for those of a higher or mixed kind, such as the parochial schools.*

The examinations for admission are now conducted by those who, from their office, may be fairly presumed competent; and, at the same time, disinterested in the absence of all relation to the candidates. But the case is somewhat altered when the student appears for a final examination; for then, though the competency may be still the same, he has been the pupil of those who are now to judge of his proficiency—in other words, of the success with which his studies have been conducted, and, by inference, of the skill with which these studies have been directed. The following rule has, therefore, been laid down:—

2. *That the first examination shall be conducted by the General Assembly's Committee and the rectors and masters; the final examination by the same parties assisted by a professor in the University and by a master in the High School of Edinburgh or Glasgow.*

It is further proposed to extend the range of study at the institution for the teachers of both classes, and, above all, to impart to them a fuller and more exact knowledge of the subject with which, from the beginning, they had been partially acquainted. In this, the Directors have proceeded upon these views—that if a teacher's knowledge should considerably exceed what he is called on to impart, there is no prejudice, but the reverse, to his ability for teaching,—those who have been educated in higher things being commonly found to excel in the lower paths of instruction; that the estimation and authority of a teacher always rise with his attainments; that a general intelligence beyond the limit referred to bears directly upon that part of the work of education which is distinguished from mere instruction; that the more promising youth have the better chance of being brought forward under such a master; and, moreover, that to the master himself the possession of a fund of liberal knowledge is likely to prove a source at once of comfort and of energy. For these reasons,—

3. *The students, before leaving the institution, are to prove a qualification of defined extent in the branches under noted:—*

FIRST CLASS.

1, *English reading;* 2, *writing;* 3, *English grammar*—elementary manual, and an enlarged course (*e. g.* Latham's), with etymology; 4, *English composition*—abstracts and original essays; 5, *arithmetic*—theory and practice, a full course, with mental arithmetic, book-keeping; 6, *elementary geography*, followed by a course of physical geography and use of globes; 7, *general history*, with at least one portion of particular history (*e. g.* that of Great Britain or the period of the Reformation); 8, *natural history;* 9, *singing;* 10, *linear drawing;* 11, *pedagogy;* 12, *religious knowledge*—(*a*) Bible doctrine (Confession of Faith and Shorter

Catechism); (*b*) Bible analysis (examination of a given portion of the text); (*c*) history of the Old and New Testaments, followed by (*d*) outlines of ecclesiastical history and the evidences of revealed religion.

SECOND CLASS.

All the branches of the preceding class, with, 13, *Latin*—Livy Virgil, Terence, themes, English rendered into Latin, Roman antiquities, synonymes, &c.; 14, *Greek*—Analecta Minora, Greek Testament, two books of the Anabasis, two books of Homer; 15, *mathematics*—a full course of Euclid, practical trigonometry, mensuration of surfaces and solids, land-surveying, algebra to cubic equations, elements of mechanics.

The Directors are well aware that this course of study is not to be completed in a short time; and moreover, that the number of the teachers sent forth must diminish, as the term of their attendance is extended. Nevertheless, they prefer a distinction for the seminaries rather in the accomplishment of a few to that extent, than in the slighter preparation of many; and consider that they thus afford to the normal system a better chance of attaining its due estimation and success. They do not, in the mean time, fix the utmost length of the attendance, but they prescribe—

4. *That the least period of attendance for students of both classes shall be eighteen months.*

At the same time, precautions will be taken to insure that the individuals favoured with this prolonged, invaluable opportunity of study are not such as shall disappoint expectation afterwards.

5. *At the end of three months from the periodical admission of students, the rectors shall report to thedirecting Committees on the general conduct of the students, the progress they have made, and the capacity they have shown during that time. The report to be engrossed in the minutes of the institution.*

These regulations apply to all students admitted on the footing of free maintenance; and to those, also, who are not so favoured, but who are willing to comply with the rule fixing the least period of attendance. There is, however, another class of persons who seek admission, consisting of those who could not venture to compete for the benefit of free maintenance, and have not the means of maintaining themselves for even the least appointed term; of those, also, who can afford but little time from other charges with which they are already occupied; and of those who, having completed a curriculum of literature and philosophy at some university, require no more of the normal institutions than what they afford of instruction upon the arts of teaching and school management. It is therefore proposed—

6. *To admit students at their own expense at any time without examination, except by the rector, upon evidence of respectable character, and for such period as they may find convenient to remain; and to afford them an examination at any time upon their professing the qualification required of the regular students at the termination of their course.*

It has been further arranged that, to give a fair opportunity to the students of mastering the required qualification, not only the term of the attendance shall be prolonged, but that more time than heretofore shall be allowed for their own study and instruction. This time is to be taken from their occupation in the practising schools; where it is not thought necessary they should be employed so much as heretofore, nor quite so much at one period of the course as at another. Accordingly—

7. *One hour daily is allotted to the students for teaching in the practising schools during the first half of the term, and two hours during the second.*

At the same time, to maintain the due importance of this practice, and to give the advantage of carrying it on with mutual aid and under mutual observation, it is appointed—

8. *That one hour daily shall be devoted to the teaching of a class by one student in presence of all the rest, each having the same office in rotation on successive days; and to hearing the remarks of all upon the manner in which the task has been performed—the rector presiding.*

The practising schools having now less aid than formerly from the services of the students, the want will be supplied by the employment of assistant teachers and apprentice-pupils. At the same time, the attendance will be reduced to an amount more suited to the extent of the accommodation, to 350 in the one institution, and 500 in the other. In short, the Directors have proposed to remodel this department, and have resolved—

9. *That the practising school is to be considered as mainly subservient to the normal school; and to be so formed as to afford to the students opportunities of teaching all parts of an elementary course, and if possible the elements of some branches more advanced.*

These arrangements have led to others of less moment, which it is unnecessary here to describe. For one thing, they have occasioned another distribution of time for the occupation of the rectors and the masters; in the settling of which, the general principle has been held in view, that the instruction of the students should be intrusted as much as possible to the rector and the mathematical tutors; while the masters will have charge of the practising schools,

and the superintendence of the students when teaching. The regulation on this head is—

10. *That the students shall be under the rector four hours daily for instruction in the branches they are required to study, except the mathematical, which will be conducted by the tutor for one hour and a half in the evening; that they shall also, while teaching in the practising school, be under the occasional supervision of the rector, as well as that of the masters.*

After all, it is not by any organisation, however carefully or well contrived, that the excellence of a school is to be secured; everything still depending on the genius of the master. And if this be true in regard to common schools, it is still more so in regard to those, which have the exemplification of good methods for their distinguishing object. The Directors have therefore signified that their main reliance is upon the devotedness and skill of the rectors and the masters; whom they have appointed to find for these institutions their proper position in the educational system of the country.

It is not forgotten that a normal school, though perfect in all respects, would not present a model for exact imitation in all cases, and that the application of its methods to the management of common schools must be left, in great part, to the judgment of the masters of the latter. No school, indeed, can be the very pattern for others that exist under different circumstances; and the normal schools are, from their very nature, singular in some of their conditions. It is enough that in them, so far as they are normal, the general principles of method are taught, exemplified, and practised. To the masters it may be reserved, in mere deference to their self-respect, to form the plan of their own schools according to their own knowledge of what the locality requires or permits, and according to the general notions of method which they have received. In short, it is as little desirable as it is practicable, that the normal school should be altogether such as to afford an absolute rule and exact model for the guidance of the pupil, in the construction and management of his own.

IV.

Female Schools of Industry.—There is a description of schools which is now rapidly increasing in Scotland, and extending to a lower class of the population than had been wont to have or to consider them as at all needful—the Female Schools of Industry. This is mainly the consequence of elementary education, in general, having taken more of a practical character than formerly; for the male children, somewhat modifying the course of literary instruction, and occasionally attempting a specific preparation for some particular calling or handicraft. The same tendency would have

led, of itself, to an instruction of the other sex in the usual arts of domestic industry; but it was aided by this, that, while the period of school attendance was the same for both sexes, it was not requisite for the female to proceed so far in the different literary branches as the other, and so the opportunity arose of attending to those things that form the proper objects of a female school. The promoters of such schools are commonly benevolent ladies, who are no strangers to the cottages of the poor, and who would endeavour by instruction of this sort to improve their domestic condition. It is not unusual, too, for the proprietors of public works, manufacturing or mining, to favour the people in their service with institutions of the kind. The Directors have, in these circumstances, attached to each of their normal seminaries a department for instruction in needlework and knitting, and have opened it freely to female students desirous of undertaking the charge of schools of this description.

This division of the seminary is conducted by the matron of the establishment at Edinburgh, and at Glasgow by a mistress engaged for that single purpose. All the female children above seven years of age at the practising schools are, in both cases, permitted to attend in this department, without additional fee; and nearly all avail themselves of the privilege, each class attending for one hour daily. Their attention is wholly confined to the different sorts of work mentioned, and from the mistresses they receive neither literary nor religious instruction. The female students attend in this division during the whole time it is assembled—that is, for two hours and a half daily—and they are employed mainly in directing the classes, or attending to the directions of the mistress; and are themselves instructed, during a portion of the time, by the mistress at the Glasgow school, in the more difficult kinds of work. In the general model school for the children of both sexes, they are employed four hours daily—half the time occupied, under the master's eye, in teaching the female classes; the other half, in observing how the masters teach. Two hours daily, they are themselves under instruction in reading, religious knowledge, and the elements of grammar and geography.

Female students are admitted under the same regulation which has been formed in regard to those of the other sex who have not the benefit of free maintenance, and who do not engage to remain for any certain period. They are examined upon their knowledge of the elementary branches, before entering, only by the rector, and few have been at any time rejected. The admission fee is 1*l.* for the first four months, 5*s.* for each of the next four months, and no further payment is required for the remainder of the term, the duration of which is optional. Admission is allowed at any time of the year. The total number of female students who attended at the Edinburgh Institution, from the commencement, was 42; at the Glasgow, 18. The number present, at the time referred to,

was in the one case 12; in the other 7. The length of the attendance will appear from the following arrangement:—

				Edinburgh.	Glasgow.
Number who attended not more than	2	months	. .	6	1
"	"	4	" . .	9	9
"	"	6	" . .	6	3
"	"	8	" . .	5	2
"	"	12	" . .	4	3

No regular examination is undergone by the female students upon leaving the seminary; and far the greater number have left it to enter on the charge of schools to which they had been recommended by the Directors,—not more than four leaving the Edinburgh School, without any certain engagement.

It is not proposed, in the mean time, to place this department of the institution under any stricter regulations than the following:—1. To withhold certificates from those who have attended for a shorter period than three months; and, 2. To grant certificates to those who have proved a certain qualification in the elementary branches, after a formal examination by the superintending Committees, assisted by the rectors and masters.

V.

Conditions of the Grants.—My Lords have directed me to "report whether the conditions of the original grants, and their intentions as set forth in the correspondence with the General Assembly's Committee, have been fulfilled." Much of the information here desired, it is hoped, has been conveyed in what has been already stated. It remains to advert more specially to certain of these conditions, and to the effect which appears to have been given to them; they are attached to the grants for the erection of the buildings in the one case, and their transference in the other; and to the yearly grants towards the maintenance of both schools.

1. The conditions of the first class are understood to have been fulfilled. The sum required of the General Assembly's Committee towards the erection at Edinburgh has been advanced and expended, leaving no unsettled claims by the architect, tradesmen, or others, for any part of the cost of building, fitting-up, or furnishing. The particulars, and the evidence, of this expenditure amounting to 8505*l.* 18*s.*, my Lords had under view, when, in 1846, they directed payment of the sum of 4000*l.* in terms of the Minute of December 1841, as subsequently modified.

The other building was conveyed to the General Assembly's Committee by the Glasgow Education Society, upon an agreement by which that Committee became liable to the Society for a debt of 5600*l.* still remaining on the Institution, after the relief to be obtained from the public fund,—the Committee being at liberty to consult their convenience in the time of payment, and freed from all claim of interest in the mean while. This agreement received the sanction of the Committee of Council, who thereupon granted the

stipulated aid from the fund administered by them, to the amount of 5000*l.* No part of the debt undertaken by the General Assembly's Committee has yet been discharged, the Directors having deferred their appeal to the public, until they could point to the institution organized in such manner as they have always contemplated, and presenting in its actual state that full title to encouragement which would ensure the success of their attempt. It is scarcely necessary to add, that there is no mortgage on either of the buildings.

Another condition of the grants for building is, that the schools shall receive the inspection provided by the Committee of Council. I take this opportunity to state that, on the occasion of inspection now referred to, every facility to the performance of the duty has been cordially and courteously given; and, moreover, that the Directors have been solicitous to obtain every possible aid, in the way of suggestion, for the improvement of the seminaries, and for adding to their best influence upon the elementary schools of the country.

2. The main condition of the grants for the maintenance of the schools is that which requires a contribution for the same purpose, and to the same amount, by the General Assembly's Committee. Accounts of the expenditure for the year ending Whitsunday 1846 have been presented to my Lords, along with the application made for the grants of that year. It is stated that the total amount expended on each school for the period referred to, was as follows:—

?	Edinburgh. £. s. d.	Glasgow. £. s. d.
Amount expended	1,195 10 0	666 10 1
In these sums are included in anticipation of that year's grant . . .	500 0 0	500 0 0
	£695 10 0	166 10 1
Included also the amount of school fees, students' fees, also amount for Board at Edinburgh Institution (£ 27. 3*s.*)	118 17 7	315 19 6
	£576 12 5	149 9 5
Sum required to be expended by the General Assembly's Committee .	500 0 0	500 0 0
	£ 76 12 5	649 9 5

It thus appears, that the amount expended by the Assembly's Committee from their proper funds upon the Edinburgh School, was more than the sum required by 76*l.* 12*s.* 5*d.*; and upon the Glasgow School, less by 649*l.* 9*s.* 5*d.* In reference to the deficiency, the Directors have stated, that, though prepared to appropriate the entire stipulated amount, the school was not yet in full equipment, and did not afford any fair occasion for an expenditure to that extent; it was still without the intended complement of masters.

Another important condition of the annual grants was the appoint-

ment of a rector to each of the seminaries. The Rev. George Davidson was, accordingly, elected to this office in the Edinburgh institution, with concurrence of the Committee of Council, in the month of May 1845. The other school has not been so early favoured in the same way: though the Directors, from the commencement, had been diligent in the use of every means to procure it that advantage. The delay, it is believed, can be ascribed to nothing so much as to the deep sense of responsibility under which they act in this matter, and of the consequences that hang upon the choice they are about to make; to the difficulty, also, which arises from the preference they entertain for a licentiate of the church. At length, however, as already stated, they are enabled to present to my Lords the name of an individual whom they consider possessed of every requisite qualification for the office.

From the circumstance last referred to, and apparently from that alone, the one school has not hitherto been equal to the other, in respect, more especially, of the amount of the resort of students. Yet it has not been meant by the Assembly Committee that there should be any inequality; but rather, in all points, so much in common as to afford the conditions of a wholesome rivalry. Such, too, is supposed to have been the view of the Committee of Council in declaring both schools to be parts of one system, and in granting and requiring for both precisely the same degree of encouragement and support. It is certain, that for both there is an equal opportunity of usefulness, whether they be considered as mere academies for giving to many teachers a greater range of acquirement than they have the means of obtaining elsewhere; or as seminaries strictly normal in their objects, that is, intended for instruction in method as it respects not merely the arts of tuition and school management, but also the knowledge proper to be presented according to the age, sex, condition, and probable destination of the pupils; in all of which points, so much remains to be yet well regulated in the elementary schools of the country.

I have the honour to be, Sir,

Your very obedient servant,

JOHN GORDON.

J. P. Kay Shuttleworth, Esq.
Sec. Privy Council Committee on Education.

APPENDIX I.

MINUTE OF COUNCIL, DECEMBER, 1841.

THE Committee of Council on Education had under their consideration the Report of Mr. Gibson, Her Majesty's Inspector in Scotland, on the present condition of the Glasgow Normal Seminary—and the correspondence of the Glasgow Educational Society, memorialising their Lordships for further aid to defray a portion of a large debt incurred by the Society in the erection of their buildings, and by the annual expenses

of the schools. Their Lordships likewise received from Mr. Gibson a written Report (hereunto appended) on the present state of the Society's finances. Their Lordships, moreover, took into consideration the correspondence and memorials of the Education Committee of the General Assembly of the Church of Scotland, praying that their Lordships would be pleased to grant aid to that church, to enable it to establish and conduct model and normal schools in Edinburgh. Their Lordships also referred to their letter to Mr. Gibson, directing him to communicate with the Education Committee of the General Assembly, and with the Committee of the Glasgow Education Society, on the foregoing memorials and correspondence; and they received from Mr. Gibson a written Report of the results of his communications with these two bodies.

Resolved—That 5000*l.* be granted to the Education Committee of the General Assembly of the Church of Scotland, to enable them to found model and normal schools in Glasgow, on the following conditions, viz.:—

1. That the Glasgow Education Society convey the site and buildings of their normal seminary to the General Assembly, in trust for ever, as model elementary schools (for the children of the poor of the city of Glasgow), and as a normal school (for the instruction and training of schoolmasters of elementary schools for the children of the labouring classes), to be maintained and conducted by the General Assembly.

2. That this 5000*l.* be appropriated to defray a portion of the debt incurred by the Glasgow Education Society, on condition that the remaining creditors have no claim on the buildings of the Society when conveyed to the Committee of the General Assembly, and that the Committee of the General Assembly be restrained from effecting any mortgage on the buildings for the remaining debt.

3. That the Committee of the General Assembly become responsible for the remaining debt, as reported by Mr. Gibson, but for no other liabilities whatsoever.*

4. That the draft of the deed by which the Glasgow Education Society convey their schools to the General Assembly be submitted to their Lordships before it is executed, in order that it may be examined by their counsel; and that the deed be not executed until it has been approved by their Lordships.

5. That the inspection of the Glasgow model and normal schools by Her Majesty's inspector be secured in the trust-deed.

Resolved—That 5000*l.* be granted to the Education Committee of the General Assembly of the Church of Scotland, to enable them to erect a building for model and normal schools in Edinburgh, on the following conditions, viz.:—

1. That the General Assembly raise 5000*l.* in addition to the 5000*l.* granted by this Committee, and that the whole of these sums be expended on the erection of the model and normal school buildings, and on the purchase of a suitable site.

2. That the plans of the proposed buildings be prepared by their Lordships' architect, in accordance with the instructions of the Education Committee of the General Assembly, and be submitted to their Lordships and approved by them before the buildings are commenced.

* Amount of the debt reported, 10,677*l.*

3. That the site and buildings be conveyed to the General Assembly of the Church of Scotland in trust for ever for model elementary schools (for the children of the poor of the city of Edinburgh), and for a normal school (for the instruction and training of masters of elementary schools for the children of the labouring classes), to be maintained and conducted by the General Assembly.

4. That the draft of the deed of conveyance be submitted to their Lordships, in order that it may be examined by their counsel, and that it be not executed without their Lordships' approval.

5. That the 5000*l.* be not paid to the Education Committee of the General Assembly until the building is erected—until it is conveyed to the General Assembly—until the deed is registered—nor until all expenses incurred in the erection of the building are defrayed, excepting what will be liquidated by their Lordships' grant.

6. That the inspection of the model and normal schools be secured in the trust-deed.

Resolved—That, Mr. Gibson having reported that the Education Committee of the General Assembly are willing to appropriate the sum of 500*l.* per annum to each of the above-named institutions, their Lordships also grant 500*l.* per annum to each of these two schools, on the following conditions:—

1. That the whole of the school-fees collected from the children, and the fees paid by the young men in attendance on the model and normal schools, together with any local subscriptions, be appropriated to defray the annual expenses of these two establishments.

2. That the General Assembly grant 500*l.* per annum, in addition, towards the annual expenditure of each of these two institutions.

3. That if at any time hereafter it shall appear to the Committee of Council on Education that the said normal and model schools at Glasgow or Edinburgh, or any of them, are not satisfactorily maintained and conducted by the General Assembly of the Church of Scotland, the annual payments by the Committee of 500*l.* to each of them may be discontinued, either wholly or in part, as the case may be, or for such period as the Committee may determine, and resumed at the pleasure of the Committee, whereupon the conditions of these grants shall again be obligatory.

4. That a rector be appointed to each establishment.

5. That before proceeding to the appointment of this rector or of the head master of each of the several model schools, the Education Committee of the General Assembly shall confer with the Committee of Council on Education, communicating the names and testimonials of the candidates, and suggesting the names of the most eligible candidates, and that the concurrence of the Committee of Council shall be necessary to any appointment.

6. That the Committee of Council may at any time withdraw their concurrence in the appointment of the rector, or of any head master, who shall then cease to hold office in the school.

7. That the Committee of the General Assembly furnish such reports on the regulations, management, discipline, and financial condition of each establishment, as the Committee of Council may require.

Appendix II.

No. 1.—Arithmetic and Algebra.

1. Divide 50*l.* 3*s.* by $7\frac{3}{4} - \frac{1}{2}$.
2. If 150*l.* be the wages of 10 men for six months, what will be the wages of 40 men for 12 months?
3. Find the compound interest of 500*l.* for 3 years at 4 per cent.
4. If $\frac{1}{4}$ of a yard cost $\frac{1}{5}$ of 1*l.* what will $\frac{1}{7}$ cost?
5. What is the value of .45 of an acre?
6. Multiply 9 ft. 5 in. 7 sec. by 7 ft. 4 in. 10 sec.
7. Multiply $a^2 - 2ab - b^2$ by $a^2 + 2ab - b^2$.
8. State the reason of the two negative signs in the above example becoming positive in the product.
9. Extract the square root of $a^4 - 4a^3 + 6a^2 - 4a + 1$.
10. State the reason of the process employed in the extraction of the square root.
11. Given $3x - 2y = 2$, and $\frac{x}{3} + \frac{y}{2} = 6$, to find the values of x and y.
12. A bill of 60*l.* was paid in guineas and crowns, and the number of pieces paid was 80; how many were there of each sort?

Edinburgh.—Eighteen examined. All the above questions, with scarcely an exception, answered by all.

Glasgow.—Seven examined. One answered all.

13. What is the sum of 243 terms of an arithmetical series of which the first term is 7 and the common difference of the terms 3?
14. A sum of money was lent at 5 per cent. interest. At the end of the first year 4000*l.* was paid up to clear *first* the interest due, the remainder (if any) to pay part of the debt. At the end of the second year 5000*l.* was paid on the same conditions. At the end of the third year there was due in all for the remainder of principal and interest 5389*l.* 2*s.* 6*d.* What was the sum lent?
15. The product of two numbers is 288. If one of them be increased by 8, and the other diminished by 4, the product will still be 288. What are they?
16. Given $3x + 2y = 13$; and given $x^2 + 3xy - y^2 = 23$. To find x and y.

Edinburgh.—The last 4 questions proposed to four students. The first solved by all, second by three, third by two.

No. 2.—Geometry and Trigonometry.

1. Prove the three angles of a triangle equal to two right angles.
2. A parallelogram and a triangle being upon the same base and between the same parallels, prove the parallelogram to be double of the triangle.
3. A straight line being divided into two parts, prove the square of the whole line to be equal to the squares of the two parts, together with twice the rectangle contained by the parts.
4. Prove the angle in a semicircle to be a right angle.
5. Given the base of a triangle 100 yards, and the angles at its extre-

mities 36° 20′ and 60° 10′; required the perpendicular height of the triangle.

6. The angle at the centre of a circle is double of the angle at the circumference, standing on the same arc of the circumference.
7. The three sides of a triangle are 17, 25, and 28 feet; what is the perpendicular upon the side 28?

Edinburgh.—Six students examined. The above solved by all.

Glasgow.—Five examined. Three of the above solved by three.

No. 3.—Scripture History, &c.

Number examined in each school, 7.

1. Specify the principal events in Sacred History from the Creation to the Babylonish captivity.
2. Name the principal characters that flourished during the Mosaic and Levitical dispensations.
3. Specify some of the sins of the Israelites in the wilderness, and the punishment attached to these sins respectively.
4. Name the principal Judges of Israel.
5. Name and describe the kings of Israel before the Revolt.
6. Give some account of Samson, Samuel, and David.
7. Give an account of the parable of the Good Samaritan.
8. Mention some of the prophecies relating to our Saviour.
9. Quote a few texts of Scripture on the subjects of Prayer, Faith, Redemption.
10. Mention a few of the typical *things* in Scripture, and state in what respects they were typical.

Questions.

		1	2	3	4	5	6	7	8	9	10
Number who answered.											
Edinburgh	*N. S. B.	..	2	..	..	..	..	1	..	..	..
,,	V. S. B.	..	1	2	1	..	1	..	1	..	..
,,	S. B.	1	1	4	..	..	6	6	2	..	1
,,	B.	6	3	1	6	7	..	..	4	7	6
Glasgow	N. S. B	..	1	..	..	..	..	..	..	1	2
,,	V. S. B.	..	..	1	..	..	..	..	1	1	..
,,	S. B.	4	..	..	2	..	3	1	4	3	4
,,	B.	3	6	6	5	7	4	6	2	2	1

* N. S. B., *non satis bene*—V. S. B., *vix satis bene*—S. B., *satis bene*—B., *bene.*

No. 4.—Geography.

1. Draw an outline of the Mediterranean, marking the adjacent countries.
2. Give a general enumeration of those parts of the world in which Christianity and Mahometanism respectively prevail.
3. Name the three largest rivers in the four quarters of the globe, their length, and the direction of their course.

   What are the chief mineral productions of England and Scotland, and in what districts do they occur.

5. What are the principal universities of Europe.
6. In what parts of Europe respectively do the Protestant, Roman Catholic, and Greek churches prevail?
7. Draw an outline of the east and west coasts of North America, marking the position of the different States.
8. What are the chief articles of natural produce exported from India to this country.
9. The chief manufactures of France and Belgium.
10. What are the principal mountain ranges in the old and new Continents, their greatest heights, their general direction and its correspondence with the form of the land?
11. What is the general designation, the names, and number of the principal political divisions of the following countries respectively, viz. Spain, Holland, and Italy?
12. Name the principal islands connected with Africa, and their chief natural productions.

Questions.

Number who answered.	1	2	3	4	5	6	7	8	9	10	11	12
Edinburgh . N.S.B.	1	2	..	1	1	1	..	1	1	1	1	1
,, V.S.B.	..	..	1	..	..	1	1	1	..	1	..	..
,, S.B.	4	4	2	6	4	2	3	2	3	3	3	2
,, B.	2	1	4	..	2	3	3	3	3	2	2	4
Glasgow. . N.S.B.	..	..	1	1	..	..	..	..	..	..	..	..
,, V.S.B.	..	..	1	..	3	..	..	2	4	..	..	..
,, S.B.	7	6	5	6	4	6	..	5	3	..	..	..

Number of students examined at each school, 7.

No. 5.—English Grammar.

1. Give a short account of the origin of the English language, distinguishing the periods of the Anglo-Saxon, old, middle, and modern English.
2. Name a few words of Saxon, Latin, Greek, and French origin.
3. Name some of the principal prefixes, Saxon, Latin, and Greek.
4. State what is denoted by the following affixes: *ate*, *some*, *id*, *ish*, *ible*.
5. Name a few irregular verbs.
6. Name some nouns whose plurals are expressed by different words.
7. Name some nouns of Saxon plurals.
8. Name some words having the plural form, but either the singular or plural sense.
9. How are the past tenses of verbs of the strong and weak conjugations formed?
10. How are the participles passive of verbs of both conjugations formed?
11. Parse the following sentence from Spenser.
12. Give examples of the nominative case absolute, both where the nominative is expressed and where it is understood.

13. Define and exemplify the different meanings of the following verbs: forsake, abandon, relinquish, resign, give up, desert, quit, leave, surrender, renounce.

Edinburgh.—Examined thirteen students. The foregoing questions answered satisfactorily by all, with scarcely an exception.

Glasgow.—Examined seven. Answers not so satisfactory.

No. 6.—Latin Translation.

Sallust, Jugurtha, cap. 84.

Examined—Six, Edinburgh; four, Glasgow.

At Marius, ut supra diximus, cupientissuma plebe consul factus, postquam ei provinciam Numidiam populus jussit, antea quam infestus nobilitati, tum vero multus atque ferox instare: singulos modo, modo universos lædere: dictitare, sese consulatum ex victis illis spolia cepisse; alia præterea magnifica pro se, et illis dolentia. Interim, quæ bello opus erant, prima habere; postulare legionibus supplementum, auxilia a populis et regibus sociisque arcessere; præterea ex Latio fortissumum quemque, plerosque militia, paucos fama cognitos, accire, et ambiendo cogere homines emeritis stipendiis secum proficisci. Neque illi senatus quamquam advorsus erat, de ullo negotio abnuere audebat, ceterum supplementum etiam lætus decreverat: quia neque plebi militia volenti putabatur, et Marius aut belli usum aut studia volgi, amissurus. Sed ea res frustra sperata; tanta lubido cum Mario eundi plerosque invaserat. Sese quisque præda locupletem, victorem domum rediturum, alia hujuscemodi, animis trahebant; et eos non paullum oratione sua Marius arrexerat. Nam, postquam, omnibus, quæ postulaverat, decretis, milites scribere volt, hortandi causa, simul et nobilitatem uti consueverat, exagitandi, concionem populi advocavit. Deinde hoc modo disseruit.

	Edinburgh.	Glasgow.
N. S. B.	3	3
V. S. B.	1	1
B.	2	

No. 7.—Essays.

Subject—*Habit.*

	Edinburgh.	Glasgow.
Number of students examined	18	7
N. S. B.	8	0
V. S. B.	5	2
S. B.	5	3
B.	0	2
	18	7

Appendix III.

No. 1.—Time Table for the Normal Students, Edinburgh, February, 1847.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	Sunday.
A.M.							
6—7	Dress and put rooms in order.						
7—8	Private study and preparation in Library.						
8—8½	[1] Prayers—Psalmody; Scripture reading and exposition; Prayer.						
8½—9	Breakfast.						
9—10	[2] English Reading and advanced Geography.	[1] M'Culloch's Course; special attention to the subject of Reading; Bible Lesson of the day given by Rector, or one of the Students.	[2] English Reading and Etymology.	[1] M'Culloch's Course; special attention to the analysis of sentences; Bible Lesson of the day given by Rector, or one of the Students.	[1] Lecture on Pedagogics; Themes prescribed, and Exercises returned, with Comments; Physical Geography, with use of Globes.	[5] Sacred Music.	[1] Bible History and Doctrine, 9—10½
A.M. P.M.							
10—3	See Elementary School Time Table.						
3—4	[1] Latin Rudiments, Delectus and Cæsar.	[1] Senior Students: Virgil, and Adams' Antiquities. [3] Junior Students: Elementary Grammar and Geography.	[1] Latin Rudiments, Delectus, and Cæsar.	Same as on Tuesday.	Same as Tuesday.		
4—6	Dinner and Recreation.						
6—7	[4] Gaelic Students with Master; the others at private study.					Private study.	
7—8½	[2] Euclid { Senior Section, Book IV.—Algebra, Trigonometry. Junior „ „ . I.—Arithmetic, Algebra.					Private study.	
8½—9	Supper.						[1] Abstract of Discourses given in and revised.
9—9½	[1] Prayers.						
9½—10½	Private Reading; [1] occasional revisal of Latin Rudiments by Junior Students.						
10½	Retire for the night. Gas extinguished at 11.						

[1] Denotes that the Lesson or Exercise is conducted by the Rector. [2] Head Master. [3] Mathematical Tutor. [4] Gaelic Tutor. [5] Singing Master.

No. 2.—Time Table for the Female Normal Pupils, Edinburgh, February, 1847.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
A.M. 9—10	[1] Reading in M'Culloch's Course; Analysis of Sentences; Geography.	[2] English Reading, Elementary Grammar, and Etymology.	[1] Same as Monday.	[2] Same as Tuesday.	[1] Attend nearly all the Lectures on Teaching; Themes prescribed, and Exercises returned.	[4] Sacred Music.
10—12	Present in the Model School.					
12—12½	Leisure.	—	—	—	—	—
P.M. 12½—1	[3] Arithmetic.	[3] Writing.	[3] Arithmetic.	[3] Writing.	[3] Arithmetic.	—
1—2	Present in the Model School.					
2—3	One party conducting the Sewing of the Junior Girls under the Matron, the other assisting at the Arithmetical Classes of the Senior Girls in the School.					
3—4	The latter party, under the Matron, conducting the Sewing and Knitting of Senior Girls; the former engaged in their own Sewing and Knitting.					

[1] Denotes that the Lesson or Exercise is conducted by the Rector. [2] Head Master. [3] Second Master. [4] Music Master.

No. 3.—From these TABLES it will be seen that the Male Students are engaged as follows :—

	Hours per week.	
	Senior.	Junior.
Private Classes :		
Elementary grammar and geography	..	3
Use of globes, etymology, and reading	2	2
Elocution and analysis of sentences	1	1
Bible lessons	1	1
Religious knowledge	2	2
Lecture on pedagogy and physical geography, with theme	1	1
Latin	3½	3
Euclid, arithmetic, algebra, trigonometry	7½	7½
Singing	1	1
English students	19	21½
Gaelic	5	5
Gaelic students	24	26½

	Hours per week.	
	Senior.	Junior.
Private study :		
English students, juniors and seniors	20	20
Gaelic students	15	15
Elementary School	21½	21½*
Prayers, meals, and recreations, 5 hours per day	35	35

FEMALE NORMAL PUPILS.	Hours per Week.
Private Classes :	
Reading, elementary grammar, and etymology.	2
Elocution, analysis of sentences, and geography.	2
Lectures and themes prescribed	1
Singing	1
Arithmetic	2½
Writing	1½
Industrial work	3
	12½
Elementary school and girls' department	23½
	36½
Rector :	
Elementary school	7½
Private classes and lectures—male students	11
,, female students	3
Prayers	7
	28½

* When the senior and junior divisions are formed, the latter will not be so long in the model school.

These *stated* engagements extend from 8 A.M. to 10 P.M., and over the seven days of the week. In addition to these, it is his duty to receive applications from general students, examine and admit such, prepare monthly reports, grant certificates, and to attend to many other details arising from a residence in the institution, and involving a very considerable, though indefinite amount of time.

	Hours per Week.
First Master:	
Elementary school	21½
Private classes—male students	5
,, female ditto	2
	28½
Second Master:	
Elementary school	24
Private classes—female students	3¾
	27¾
Mathematical Tutor	7¼
Matron, in addition to the domestic management, sewing school	10
Gaelic Tutor	5
Singing Master:	
Elementary school	3
Students, male and female	1
	4

No. 4.

TIME TABLE for Elementary School, Edinburgh Normal Institution. Class I.

Hours.	Branches.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
H. M. H. M.							
10 0—10 10	Devotional Exercises—Calling Roll.						
10 10—10 15	Announcing and Prescribing Lessons.						
10 15—10 30	Shorter Catechism (Proofs); Scripture Biography on alternate weeks				..	..	Revisal.
10 30—11 0	Old and New Testaments on alternate Weeks			..	..	Revisal.	Music, ¼ hour.
11 0—11 30	Reading, Spelling, Etymology, Analysis, &c.			..	..	..	Dismissal.
11 30—12 0	Pupils not writing.	Dictation alternate weeks.	Arithmetic.	Music, ¼ hour.	Dictation.	Arithmetic.	
11 30—12 0	Writing.	Girls.	Boys.	Girls.	Boys.	Girls.	
12 0— 1 0	Interval.	..	..	..	..	..	
1 0— 1 30	Geography.	..	..	..	..	Revisal.	
1 30— 2 0	Grammar.	..	..	..	..	Ditto.	
2 0— 2 45	..	..	..	..	..	Exposition of Rules and Theory of Arithmetic.	
2 45— 3 0	Devotional Exercises—Dismissal.						

Note.—Drawing twice a-week: Tuesdays and Thursdays.

No. 4—*continued.*

TIME TABLE for Elementary School, Edinburgh Normal Institution. Class. II.

Hours.	Branches.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
H. M. H. M.							
10 0—10 10	Devotional Exercises—Calling Roll.						
10 10—10 15	Announcing and Prescribing Lessons.						
10 15—10 30	Shorter Catechism repeated and explained by Teachers	..		..	..	..	Revisal.
10 30—11 0	New Testament read and explained	..		.	..	..	Music, ¾ hour.
11 0—11 30	Collection Lesson read and explained minutely			..	..	..	Dismissal.
11 30—11 45	Mental Arithmetic—Object Lesson alternately.						
11 45—12 0	Spelling.	..	..	Music ¾ hour.			
12 0— 1 0	Interval.						
1 0— 1 30	Geography—Map when gone over is carefully revised.				..	Revisal.	
1 30— 2 0	Grammar	..	..	..	..	Ditto.	
2 0— 2 45	Arithmetic—with Head Master.		..	..	..	With Head Master.	
2 45— 3 0	Devotional Exercises—Dismissal of Public Class.						
3 0— 3 30	Writing.	Girls.	Boys.	Girls.	Boys.	Girls.	

No. 4—*continued.*

TIME TABLE for Model School, Edinburgh Normal Institution. Class III.

Hours.	Lessons.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
H. M. H. M.							
10 0—10 10	Devotional Exercises—Calling Roll.						
10 10—10 15	Announcing and Prescribing Lessons.						
10 15—10 30	Watts's Catechisms repeated and explained by Teachers.	..		..	..	..	Revisal.
10 30—11 0	Reading Lessons, and Teachers' explanation.			..	..	..	Ditto.
11 0—11 10	Music and Exercise.	..		Music, 11—12.	..	..	Music, hour.
11 10—11 30	Mental Arithmetic and Object Lessons alternately			..	..	..	Dismissal.
11 30—12 0	Reading—Explanation of Lesson by questioning Pupils; Spelling.						
12 0— 1 0	Interval.						
1 0— 1 40	Reading in New Testament, and Teachers' explanation.						
1 40— 1 45	Music and Exercise.						
1 45— 2 0	Tasks of following day read and explained.						

Note.—The Senior Division of this Section write daily on Slates from 11h. 30m.—12h.; and when dismissing, sing cheerful airs.

No. 4—*continued.*

TIME TABLE for Model School, Edinburgh Normal Institution. Class IV.

Hours.	Lessons.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
H. M. H. M.							
10 0—10 10	Devotional Exercises—Calling Roll.						
10 10—10 15	Announcing and Prescribing Lessons.						
10 15—10 45	Reading, and Teachers' explanation of Lesson .			..	..	..	Revisal.
10 45—11 0	Music and Exercise. ..			Music, ¼ hour.	..	..	Music, ¼ hour.
11 0—11 30	Explanation of Lesson by questioning Pupils. .			..	..	..	Dismissal.
11 30— 1 0	Interval.						
1 0— 1 30	Reading, and Teachers' explanation of Lesson.						
1 30— 1 40	Music and Exercises.						
1 40— 2 0	Explanation of Lessons by questioning Pupils.						
	Note.—The Classes in moving from one Room to another, at end of Lessons, or when dismissing, sing cheerful airs.						

No. 5.—TIME-TABLE for Students. Glasgow.

From	8 to 9 A.M.	Monday . . .	English reading and grammar.
		Tuesday . . .	Mathematics.
		Wednesday . .	Analysis of school lessons.
		Thursday . .	Mathematics.
		Friday and Saturday	Geography.
„	9 to 12 . .	In class-rooms, teaching or observing the masters.	
„	12 to 1 . .	Dinner or lunch.	
„	1 to 4 . .	In class-rooms, teaching or observing.	
„	4 to 6 . .	Alone; some remain in students' class-room preparing lessons, others go home for that purpose.	
„	6 to ½ p. 8	With first master.	
		Monday . . .	Mathematics, including arithmetic.
		Tuesday . . .	One hour singing; 1 do. Latin.
		Wednesday . .	As on Monday.
		Thursday . .	„ Tuesday.
		Friday . . .	„ Monday.

No. 6.—ROUTINE of LESSONS, Elementary School, Glasgow: Senior Division.

From			
9 0 to 9 15 .	Worship.		
9 15 to 9 30 .	Bible training . .	On Monday, Wednesday and Friday. On Monday and Friday by the master; on Wednesday by one of the students.	
„	Bible reading . .	On Tuesday and Thursday.	
„	Shorter Catechism .	On Saturday.	
9 30 to 10 50 .	Reading, analysis, etymology, spelling .	While one class is under the master, the other is under students, revising the lesson of the previous day.	
10 50 to 11 0 .	Exercise	Children and students in the playground, superintended by the master.	
11 0 to 2 0 .	Arithmetic . . .	Classes under students, and taught in rotation by the master.	
„	Music	On Saturday.	
12 0 to 1 0 .	Interval.		
1 0 to 2 0 .	Writing.		
	Needlework . . .	Female students go to the industrial department at 1 o'clock, and the girls of this division at half-past 2.	
2 0 to 3 0 .	Arithmetic, Book-keeping, &c.		
3 0 to 3 10 .	Exercise	In the playground.	
3 10 to 3 50 .	English grammar .	On Monday, Wednesday and Friday. —While one class is under the master the other revises understudents.	
	Geography and history	On Tuesday and Thursday.—The female students and the girls of this division return from the industrial department at 4 o'clock.	
50 to 4 15 .	Lessons arranged for following day.		
4 15 0 0 .	Dismissal.		
6 0 to 7 0 .	Latin	For students and the boys of the eldest class.	

Appendix IV.

Time Table for Normal Students, Edinburgh, April, 1847.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	Sunday.
A.M.							
6—7	Dressing and putting rooms to order.						
7—8	Private study and preparation.						
8—8½	[1]Prayers.						
8½—9	Breakfast.						
9—10	[1] Bible History and Doctrine; Bible Lesson for the School.	[1] Cæsar, and Latin Version.	[1] Lesson for the School given by the Rector, or by the Students in rotation; in this case, criticised by the Rector.	[1] Cæsar, and Latin Version.	[1] Lecture on Pedagogics, or on Physical Geography; Themes prescribed, and Exercises returned, with Comment.	Sacred Music, with Music-Master.	[1] Bible Doctrine.
Junior Section (the Senior being in the Elementary School from 10 to 12.)							
10—10½	[1] Elocution and Analysis of Sentences.	[1] Dictation and Revisal of Geography, on alternate weeks.	[1] Revisal of Grammar.	[1] Dictation.	[1] Elocution and Analysis of Sentences.	Senior and Junior Sections in the Library and Elementary School on alternate weeks.	
10½–11½	[1] Latin.	[1] Elocution and Analysis of Sentences.	[1] Latin.	[1] Elocution and Analysis of Sentences.	[1] Latin.		
11½–12	Private study and preparation.						
12–1	Interval.						

[1] Denotes that the Lecture or Exercis is conducted by the Rector; [2] by the First Teacher.

TIME TABLE for NORMAL STUDENTS, Edinburgh, April, 1847—*continued*.

Senior Section (the Junior being in the Elementary School from 1 to 3.						
1—1½	Elocution and Analysis of Sentences.	[1] Civil History—Taylor, Tytler, and Knappe.	[1] Use of Globes—Keith.	[1] Dictation.	[1] Elocution and Analysis of Sentences.	
1½—2½	[1] Latin—Virgil.	[1] Greek—Xenophon and Homer.	[2] Latin—Virgil.	[1] Greek—Xenophon and Homer.	[1] Latin—Virgil.	
2½—4	Private study and preparation.					
Junior Section.						
3—4	[2] Elementary Grammar and Geography.	[2] Elementary Grammar and Geography.	[2] Elementary Grammar and Etymology.	[2] Elementary Grammar and Geography.	[2] Elementary Grammar and Geography.	
4—6	Dinner and recreation.					
6—7	Gaelic Students with Tutor; others preparing Lessons to teach for the following day.					Private study and preparation.
7—7½	Geometry . . . . . } with Mathematical Tutor					Private study and preparation.
7½—8½	Arithmetic, Algebra, and Trigonometry. }					
8½—9	Supper.					
9—9½	[1] Prayers.					Abstract of Discourses given in to Rector.
9½—10½	Private Reading.					
10½	Retire for the night.					
11	Gas extinguished.					

[1] Denotes that the Lecture or Exercise is conducted by the Rector; [2] by the First Teacher.

The above are the changes on the Time Table adopted after the admission of the new entrants, 12th April. In addition to their own Private Classes, the Female Students, divided into two Sections, take part in all these instructions, except in the department of the Classics.

Appendix V.

Syllabus of the Rector's Lectures on the Theory and Art of Teaching, addressed to the Students of the Normal Institution, Edinburgh.

Introductory.

1. The importance of education—most needful in every view—practicable—hopeful and encouraging.

2. Moral requisites and qualifications of the educator; (*a*) A correct view of his office; (*b*) Proper motives; (*c*) A well-regulated temper and disposition; (*d*) A well-stored mind; (*e*) Aptitude to teach; (*f*) An irreproachable life.

I.—*Man, the subject of Education.*

Knowledge of this an essential preliminary; mental philosophy has not afforded the practical aid that might have been expected.

The order, mode, and extent of the development of the human powers considered, with a practical reference. 1. Physical—historically first; nature requiring the main share of time for sleep and recreation; mental exertion, short and diversified; instincts to be regulated.

2. Moral powers awake nearly at the dawn of existence; should be early addressed and practically exercised; impressed with the idea of God and accountability to Him; charity, purity, and uprightness inculcated.

3. Intellectual—(*a*) Intuitive—developed through the perceptive powers; truths and facts impressed by attention, recalled by memory, combined by conception; importance of educating the senses and training the powers of observation through object-lessons; (*b*) Operative—*understanding* investigates truth; *judgment* traces its relations and tendency; (*c*) Creative—imagination—reason controlling all.

II.—*The End and Object of Education.*

The comprehensive and harmonious development of the powers in due place and proportion; errors arising from the excess, deficiency, or misapplication of any element; definitions of different writers.

III.—*The Means for attaining the End.*

Pedagogy, education (properly so called) extending to every department throughout—(1) childhood; (2) youth; and (3) manhood—from the household to the school, from the school to the world and church.

Pedeutics, instruction or schooling; that department which is proper to the intermediate period, youth, when the faculties are made conversant with facts, occurrences, objects, and otherwise exercised for their due development.

A. The parties by whom—the field in which—this should be carried out.

Hospital—public school, or private education considered.

B. The subject-matter of instruction:—(*a*) From the existence of man—speech and song; (*b*) From the existence of space and matter—mathematics and form (painting, sculpture, &c.); (*c*) From the relation of man to God—Christianity; (*d*) To the world—political economy; (*e*) To animals—natural history; (*f*) To substances—chemistry, &c.

The due place and comparative importance of the subjects of elementary and superior instruction. Reading, the key to all—

Organs of speech—origin and import of speech—invention of writing—alphabet, printing—on teaching the alphabet—Lancaster—Jacotot—Pillans.

Elementary reading—1st. The dogmatic system overburdens the memory; 2nd. The scientific, difficult to accomplish in English; 3rd. Intellectual, the sense helping the sound.

Theory of explanation and interrogation, elliptical and suggestive methods considered—treatment of answers received—moral enforcing—application of lesson read.

Examination of manuals for reading, and instructions in the proper way of teaching them.

Class method—individual, monitorial, simultaneous; class conducted by single examination.

Method not much apart from the man—consideration of the different subjects of school instruction—method of treating and art of imparting them, viz. spelling, grammar, religious instruction, geography, writing, drawing, arithmetic.

School organization:

Arrangement of classes—tripartite division—school furnishing.

Discipline:

Theory of rewards and punishments.

(*Note.*)—The design of these lectures is to counteract the tendency of the practical engagements of the elementary school to degenerate into mere routine, or a copy of the superintending master. The subject discussed in the connected series is proposed as a theme for a weekly exercise, and is found highly beneficial not only as regards the proficiency of the students in English composition, but likewise as it engages their best thoughts in giving their own views of the different topics, and imparts an elevated tone to their professional pursuits.

The rector is now delivering a course of lectures on mathematical, physical, and political geography and ethnography.

In the private classes, M'Culloch's Course of English Reading is the manual. Strict attention is paid to distinct enunciation, correct tone, and emphasis.

1st. The import of what is read receives consideration, illustrations and explanations being given.

2nd. The method of teaching the lesson is examined.

3rd. The grammatical analysis of the sentences into their component parts; peculiarities in construction and etymology are remarked.

The Bible lesson for the day is conducted in the morning private class very much in the manner recommended and exemplified by Stow. Either the rector gives the lesson, or one of the students is appointed to that duty; in the latter case the manner of treating the subject is commented on by the others, and the remarks are summed up by the rector. Occasionally the other lessons of the elementary school are discussed in the same manner.

The head master devotes his attention to elementary grammar, geography, and etymology, chiefly with the junior students.

Latin.—The junior section read in the new 'Academy Delectus' while revising the Rudiments; they are next advanced to 'Cæsar.' The senior section read 'Virgil,' with Adam's 'Antiquities,' and themes from English into Latin are prescribed. Last summer five were reading the 'Iliad,' book ii.

Arithmetic is first revised on scientific principles; algebra, trigonometry, with mensuration of surfaces and solids, are then proceeded with, and Euclid commenced. In the summer, the students make excursions for land-surveying.

Scripture Knowledge.—(1) Bible history, with the aid of Watts's 'Catechism,' Kitto's 'History of Palestine,' Paxton's 'Manners and Customs of the Jews.' When this is completed Church history will be taken up, as next in order. (2) Doctrine is taught, with the aid of the 'Shorter Catechism,' Patterson and Vincent on the 'Catechism,' and of the Confession of Faith. An abstract in writing of the discourses heard in church is required from the students.

The Gaelic tutor carries the Highland students through a course of Gaelic grammar, and attends especially to the communication of religious instruction, as that department is conducted in the Gaelic language in many Highland schools where English is used in the other branches.

Mr. Ebsworth teaches psalmody and school hymns, from a manual compiled by himself. The children are taught to read the notes, and their correct and effective performances attest the success of his instructions. Besides partaking in these, the students have a private hour weekly.

Domestic Discipline.

The second master has the immediate superintendence of the students during the hours of private study. He presides at dinner, is present when the students sit down to breakfast and supper, and his bedroom is on the same floor with the dormitories. One of the students is appointed in weekly rotation under him as inspector, to take charge of the library, to light and extinguish the gas, to call the roll at 6 P.M., when the bell is rung at the proper time for evening study, to see that the regulations for the dormitories are attended to, &c.

The rector oversees all with frequent personal inspection.

Appendix VI.

Singing.

The days for teaching vocal music in the Edinburgh Normal School are Wednesdays and Saturdays.

On Wednesday I begin at 10 o'clock and end at 12, teaching a portion of the elder children in the large room till 11, and the juniors afterwards.

On Saturdays I commence at 9 o'clock, giving an hour to the male and female teachers only; from 10 till half-past 11 I divide the time as on Wednesdays with the children.

The Italian Solfeggio is the system used. The illustrations are given on a large music-board, and I have published a small class-book, at an exceedingly low price, for the use of the school expressly, which I find of great assistance. (Signed) J. Ebsworth.

Report of Schools of Industry at Liverpool and Manchester, by E. C. Tufnell, Esq.

My Lords, April, 1847.

Having received directions to inspect the large schools of industry for pauper children lately brought into operation at Liverpool and Manchester, I have to report that I have minutely examined them, being assisted in my inquiries by my colleague, Mr. Ruddock.

The Liverpool school contained 919 children, consisting of 408 boys, 242 girls, and 269 infants; of these 165 were in the infirmary at the time of inspection, being afflicted with the following ailments:—

Itch	31	Dysentery	3
Sore head	44	Cutaneous	14
Measles	5	Convalescents	27
Ophthalmia	19	Consumption	3
Scrofula	14	Hooping cough	2
Febrile	3		
Total	165.		

In expressing an opinion as to the acquirements of the children, regard should be had to the enormous increase of their number that has taken place in the last few months. Since the last inspection the boys have increased from 177 to 408, and it almost invariably happens that nineteenth-twentieths of those who are admitted are in the lowest state of ignorance. From 23rd July, 1846, to 4th January, 1847, 136 boys were admitted to the school, 71 of whom could not be placed higher than in the sixth or lowest class, though many were of an age when children ordinarily leave school. Of the whole 136, 21 knew nothing, 55 could tell some of their letters, 14 could form easy words by spelling, 25 could read easy words of one syllable, 15 could read tolerably in the Second Reading Book of the Society for promoting Christian Knowledge, and 6 could read pretty well; but of these 6, four were re-admissions. Again, in the three months ended in March, 66 were admitted, of whom 21 knew nothing, 9 could distinguish a few letters, 10 the whole of them, 2 read easy words by spelling, 1 read tolerably, and 1 read well; about 20 had never before been at school, and in addition to the above, 5 were re-admitted. The weekly entrance of a large number of ignorant children, whose chief characteristic is the neglect and destitution they have hitherto experienced, of course materially impedes the progress of those who are in it previously, and adds not a little to the difficulties of the masters. It is consolatory, however, to think how large a number of children are thus rescued from the lowest state of degradation by the excellent training of this institution.

Taking these difficulties into account, the intellectual state of the boys' school is very creditable to the masters. In the 6th or lowest class little more than spelling and reading, on the phonic principle,

was taught; in the 5th, reading words of one syllable was practised, and sums done in simple addition and subtraction; in the 4th class, compound multiplication was added; and in the class of 60, one half performed the sums I set them for trial accurately. Here the outlines of geography were also taught. The 3rd class read imperfectly in the Second Reading Book of the Society for Promoting Christian Knowledge; in geography they knew the figure of the earth, the outlines of the continents, and the chief features of England; they did sums in compound multiplication with two figures in the multiplier, one half of the class giving correct answers on trial; they had only just begun to write from dictation, and wrote badly on paper, small hand not being attempted. The 2nd class contained 35 when under examination, who generally read well, with an understanding of the meaning. One half of the class could perform sums in compound division with tolerable correctness, and in mental arithmetic they readily answered questions on the ratios of given numbers; their geographical knowledge was deficient and unequal, and on writing a sentence from dictation, 15 performed the task without a fault; their copy-book writing was inferior, and they were not practised in small-hand. The 1st class read remarkably well, and their examination clearly showed the care that had been taken to prevent their reading without a thorough comprehension of the subject-matter; they were passably acquainted with grammar, etymology, and geography, and in mental arithmetic answered without difficulty such questions as—What is the ratio of 72 to 81? What are 2-7ths of 9? Their answers, too, were explained in a way that showed they thoroughly comprehended the course by which the results were arrived at. These explanations on the Pestalozzian method, of which they are characteristic, are highly useful, as they remove the possibility of that trickery which is frequently the secret by which children astonish visitors in answering arithmetical questions mentally. In slate arithmetic, one division of the class had learnt compound proportion; the other had advanced to the reduction of vulgar fractions, and on trial two-thirds performed the sums set correctly. They wrote from dictation with less accuracy than desirable, but 22 out of the 50 present wrote out the paragraph dictated without a fault, and 15 with one fault. Their handwriting was inferior to what it ought to be, owing apparently to their having been too long confined to writing upon slates; hence their small text had a scratchy irregular appearance, very far removed from good writing. In fact, the chief defect in the school appears to be, that insufficient attention has been paid to the acquirement of a good round clerk-like hand. Small-hand ought certainly to be practised in classes below the first. On my remarking this deficiency, the master immediately promised that it should be remedied before the next inspection.

The religious knowledge of the children, which was tested in

presence and with the aid of the chaplain, appears to have been more attended to than other subjects, and every class evinces the clearest proofs of the care bestowed by the chaplain and masters in giving instruction on this important branch of knowledge.

In such a school as this the proper management of the pupil teachers is of pre-eminent importance, and I was glad to find that the arrangements in operation were such as to show that due attention had been paid to this point. Six pupil teachers had been selected, who were distinguished by a different costume from the rest of the children, were differently dieted, and were paid each 1*s.* weekly. They were continually practised, under inspection, in the art of teaching, and received an hour's special instruction daily from the head master, besides devoting a few hours weekly to private study. They had been carefully instructed in grammar, etymology, and geography, and the three senior ones, in addition to the more common rules of arithmetic, could work sums in alligation, double position, simple and compound interest, fellowship, and the extraction of the square and cube root. They could find the area of triangles with the perpendicular and base given, or the three sides; also rectangles, circles, and right-lined rectilinear figures. They were instructed in the method of finding the contents of a solid six-sided regular figure, of a cone and a pyramid; they could also work in mechanics problems on locomotive engines, ascending or descending inclined planes, on winding engines, on the work done by steam in a cylinder when cut off at a portion of the stroke, taking into account the pressure of vapour in the condenser. As a natural result of this careful training, the pupil teachers were becoming able masters. Previous to my arrival, one of them had obtained an exhibition in one of the National Society's normal schools, and another had been selected to manage a parish school in Liverpool. I observed a slight defect in their teaching, which was deficient in animation, but altogether the masters deserve the greatest credit for the attention they have bestowed towards perfecting this important part of the school arrangements.

The industrial department has been carefully attended to: 12 boys are instructed by the carpenter, 50 by the tailor, and as many by the shoemaker, 24 by the gardener, 12 by the baker, 6 by the blacksmith, and 6 by the engineer, there being a steam-engine on the establishment which supplies the power required for several domestic operations. The class of each industrial master is divided into three sections, which attend his instruction in rotation. Every boy so employed is in school for three and a half days weekly, and at his industrial occupation two whole days, one half day each week being a holiday. In addition to the above employments, there is a variety of work of a domestic character, such as sweeping the yards and rooms, feeding the pigs, &c., which is performed by boys not old enough to be put to a regular trade.

The play-ground is furnished with gymnastic apparatus, and the boys while there are placed in charge of the drill-master. I consider it a defect in the arrangements that so little attention is paid to the children out of school by the schoolmasters. This is, however, excusable, on the ground of the extremely heavy duties they have to perform in school, as there are only three masters to more than 400 children. Had they not been thoroughly trained to their work in the National Society's Normal School at Battersea, and adopted with such success the pupil teaching system, I should doubtless have to report far less favourably of the condition of the school.

A band of military music is maintained among the boys, consisting of 6 cornopeans, 18 flutes, 1 great drum, 4 small drums, 1 tambourine, 4 triangles. This band is a source of great amusement and interest to the children, and contributes in no slight degree to order and discipline out of school. They enter and leave the dining-hall, and various other movements are performed to the sound of music. Independently of the above consideration, the music has as great a claim to be considered an industrial employment, and so fitting the children to gain a living in after life as has any of the trades taught in the school. I have known that when the children in other workhouses have been taught to play any musical instrument that they have been in great request for regimental bands, and in other similar ways have been enabled to make a respectable livelihood by their musical knowledge. In schools of this description there is often some difficulty in so arranging the industrial employments as to fit the children for the manual labour in which they are likely to be engaged, and hence no honest occupation that facilitates this end, so indispensable in an industrial school, should be neglected. The expense, after the first cost of the instruments, is only 1*l.* 1*s.* weekly for a band-master.

Vocal music, on Hullah's plan, is also taught, and the two first classes sang with correctness songs containing no more difficult interval than a fifth.

The girls' school contained 242 children, taught by three mistresses, who also attended to the needle-work, which was performed in the school. Here, as in the boys' school, the religious instruction had been more carefully attended to than any other subject, and the results are such as to reflect credit on the chaplain and those engaged in imparting it. Three pupil teachers had been selected, but as they receive no special instruction, they are of no greater use than monitors in ordinary schools. The first class read well, knew a little geography, and something of the history of England. In arithmetic they were in compound subtraction, but on trial only six performed the sum set correctly. The second class read tolerably in Leitch's Juvenile Reader, with an understanding of the meaning; their arithmetical attainments were

confined to an imperfect knowledge of compound addition. The writing both of this and of the first class was very creditable, superior, proportionally, to that of the boys. The third and fourth classes read with difficulty in the Second Book of the series of the Society for Promoting Christian Knowledge, and had some knowledge of simple subtraction. The writing throughout was good. This latter is a branch of instruction that should be more attended to in the boys' school, and arithmetic in the girls' school.

Out of 33 girls admitted to the school since Christmas, mostly from 7 to 14 years of age, only two could read; 120 girls, divided into three sections, are employed in rotation for two days each week out of the school in washing, straw-plaiting, and general domestic work.

There are 269 infants in the house, though, owing to sickness and other causes, there are rarely more than 180 in the school. These are managed by one mistress, and she certainly performed this onerous duty with great ability. The children were orderly and intelligent, not badly taught, and altogether in as good a condition as they could be under such an insufficient amount of superintendence. There ought certainly to be a man and his wife in this school, and the Directors are endeavouring to obtain trained persons of this description to manage it.

The building is altogether of the most magnificent description. The faults in it are—there is only one class room, while there ought to be three; the day-rooms are not large enough, and a large plunging-bath ought to have been formed. Pauper children are extremely liable to cutaneous disorders, which break out at times, though they have been previously quite well, apparently, as medical men affirm, in consequence of the superior dietary they receive in the house to what they have been before accustomed to. The constant and almost daily use of the bath is found to be the best remedy for diseases of this nature, which sometimes cause intolerable inconvenience in establishments of this description.

Manchester School of Industry.

This school contained, at the time of my visit, 626 children, consisting of 242 boys, 173 girls, and 211 infants. Of these, 94 were in the infirmary with the following disorders:—

Scarlet fever	2
Measles	30
Itch and scald head	23
Chilblains	18
Fever with ulcerated throats	2
Scrofulous diseases	6
Other ailments	13
	94

The boys' school is not divided, in the ordinary way, into a certain

number of classes, consisting of the same children, who are supposed simultaneously to advance with equal steps in the various subjects of instruction, but the children change their classes according to the matter taught. Thus they are divided into one set of classes for religious instruction; they are divided differently for reading, differently again for writing, and a fourth division is made for arithmetic. Hence a boy may be in the first class in one subject, while he is in the last in another, according as his capacity varies for the branches of instruction. This arrangement has several advantages, since few things oppose the progress of a class or embarrass a teacher more, than the existence of various degrees of knowledge among the pupils in the subject he happens to have in hand. He must then either suit his instruction to the capacity of the most ignorant in that class, and thus the most forward gain no benefit and become inattentive, or he must often become unintelligible to many by speaking to the comprehension of those best informed. There are, however, several difficulties to be encountered on this plan. The necessity of changing every class with every subject may lead to considerable confusion. But the effort to perform this operation orderly, may be made a useful part of discipline, and, in fact, this is alleged as one of the advantages of the plan. These changes also require abundance of space in the school-room, but as here, it is not more than one-third filled, no difficulty is felt on this score.

As the whole school is thus taught the same subjects at the same time, I should have anticipated an almost unbearable noise to result at times from this arrangement. At present this evil does not appear, but I am disposed to attribute its absence partly to the immense comparative size of the school-room, and partly to the quiet and inanimate mode of teaching adopted by most of the masters, who have been trained in the Chester Normal Seminary. At the Norwood School of Industry, it is always the practice to place a silent class, such as one that is writing, adjoining another that is taught a subject likely to elicit noise, and I do not know, how the lively and animated mode of teaching followed in that establishment could be well carried out, were it otherwise. I have never before seen a large industrial school arranged in this way, but I would not say that it is not the best, without further experience of its effects.

The reading in the school is very creditable. The first class were reading the Bishop of Peterborough's History of England, and showed a clear comprehension of the subject-matter, readily answering questions on those parts they had perused. In dictation, the division consisting of 28, wrote out the sentence dictated, 3 without a fault, 9 with one fault; but on the whole the performance was very creditable. The first arithmetical division were doing sums in practice, the second in compound addition. Only 6 of those present were in practice, and on two trials not more than three correct answers were given; the second division performed the sums set with greater success. The third division were in simple multi-

plication, and of 30 who were present, 8 were right and 22 wrong in attempting the first sum set, and 4 right, the rest wrong on the second trial. The geographical knowledge throughout the school was not in an advanced state. Far more attention had been paid to the religious instruction than to any other branch, and the school throughout showed marks of the unceasing labour that had been bestowed in impressing on the children the necessary truths of religion. The Roman Catholic children were instructed by a priest of that persuasion, who attended weekly for the purpose. Music had not been taught otherwise than by ear, and there was no band.

Three pupil teachers had been selected, who were employed in teaching, and were specially instructed by the head master in reading, writing, grammar, and geography, and in arithmetic they had proceeded as far as vulgar fractions.

One hundred and thirteen boys are employed in industrial occupations under the superintendence of a master-shoemaker, tailor, and gardener. All the boys so engaged have 18 hours weekly instruction in the school, the rest twice that amount.

A master and two mistresses are engaged in instructing the 173 girls, who were in the house at the period of my visit. Their intellectual instruction is confined to 18 hours weekly, the rest of their time being devoted to industrial occupations: 71 are employed in the domestic work of the house, 40 in knitting and mending, and 62 in needlework. Here, as in the boys' school, the greatest care seems to have been bestowed in imparting religious knowledge. The first class read pretty well, and on trying them in dictation, half of those present acquitted themselves tolerably. Their arithmetic and writing were very indifferent. The second class read tolerably well, but their writing and arithmetic were bad. The lower classes showed an amount of instruction proportionate to that in the upper. Geography appeared to be throughout indifferently taught. A want of energy and liveliness in the teaching is also apparent in this school.

The infant-school is in admirable order, under an intelligent master and mistress, who had been trained in the Glasgow Normal Seminary. The children were intelligent and happy looking, and those that read, did so remarkably well. This department is in a very creditable state, but the rooms are too small for the number of infants in them.

In this establishment, the chaplain resides in the house, undertakes the duties of head master, and is considered the superior officer of the school. The duties not immediately appertaining to the educational department, are confided to an officer, styled a governor, but, who in fact, is merely the steward of the establishment, being held subordinate to the head master. This arrangement differs from that adopted at Liverpool, where the governor, who does not teach, is considered the head of the establishment, while the masters,

who teach in the schools, do nothing else besides. The difference is important, as the best mode of arranging the government of these large schools involves a question of no ordinary difficulty. Both these schools since their opening, have been thrown into confusion, owing to administrative errors, which in each case ended in the resignation of nearly all the chief officers. The damage sustained by these changes was of no slight amount as respects the welfare of the children, but the exact cause of the disagreements that for a long time kept both in a state of disorganization is not clear. Whether it was owing to faults in the persons appointed, or to the mode of arranging their duties and defining their respective offices is matter of doubt. The proprietary schools, now so common, have, I believe generally at their commencement, been involved in similar troubles, which may seem at first sight, simply to have arisen from the want of an accommodating spirit in the officers employed. The real cause I suspect has lain in the attempt to carry out the idea, that a large school can be managed by rules drawn up by Committees, and that the duties of the several masters can be exactly defined without continual reference to some head. Where these schools, having escaped this first period of trial, have eventually succeeded, I believe the success has been owing to the Committees' confiding the entire management and responsibility to one person. The Manchester plan at present approaches much nearer this form than that adopted at Liverpool. An intelligent clergyman at the head is the chief teacher, and directs the whole working of the institution. A quiet, orderly discipline, obviously emanating from the softening influence of the continued presence of a highly educated minister, pervades the whole school. He himself, with his under teachers, by no means confines his attention to the children in school-hours, but exercises a watchful care over their demeanor at all times. This, in theory at least, is imparting education in its highest form. It is not simply attending to the intellectual cultivation, but paying regard, as true education requires, to the development of all the powers, physical as well as mental. Yet I should be far from deciding, without further experience, that this establishment will be more likely to attain the end of its institution, than its Liverpool rival. Though the Liverpool boys' school contains considerably beyond a third more children than that at Manchester, the numbers being 408 in one school, and 242 in the other, and though the teaching staff at Manchester is quite equal in numbers to that at Liverpool, yet without doubt, as will appear from my Report, the intellectual results at the larger school considerably exceed what have been obtained at the smaller. I believe this variation is in some degree owing to the different modes of teaching followed in the two establishments, for it appears to me that the less lively manner adopted by the masters in the Manchester School of Industry is not the best calculated to make impressions on the minds of children. However, the two institutions are obviously proceeding upon very

different principles, and until they have been a far longer time in action, it would be premature to pronounce which is most likely to succeed. Every one who takes an interest in the well-being of the poor, must regard their future course with the deepest anxiety. The ratepayers of Liverpool and Manchester have evinced a liberality, that might almost be termed boundless, in the erection of these magnificent buildings, which are, beyond question, the finest educational establishments for the benefit of the poorest classes, that have as yet been set on foot in England.

I have the honour to be, &c.,

E. CARLETON TUFNELL.

To the Right Hon. the Lords of the
Committee of Council on Education.

Report on the Schools of the Home and Colonial Infant and Juvenile School Society, by E. C. Tufnell, Esq.

MY LORDS, June, 1847.

HAVING been directed to inspect the schools of the Home and Colonial Infant and Juvenile School Society, at their Establishment in Gray's-Inn-Road, with a view of enabling your Lordships to ascertain whether, and in what way, these schools can partake in any of the advantages arising from the inspection of schools, I beg to present the following Report.

The Society was founded in February 1836, having for its proposed objects the improvement of the system of infant education, the education of teachers, and the erection of one or more model schools. The first Report, made in February, 1837, states with much force the reasons that suggested the formation of the Society. "The Committee may without fear of contradiction assert, that few situations in life require so much discretion, so much energy, so much tenderness, so much self-control and love, as that of a teacher of babes; that to guide and govern an infant-school well calls for wisdom to discern, versatility to modify, firmness to persevere, judgment to decide; and they may add that no uneducated or undisciplined mind can supply the incessant care, the watchful diligence, the unwearied patience necessary to manage young children."

The Institution was opened on 1st June, 1836, and the call for such an establishment was immediately evinced by the number of persons who presented themselves for instruction in the art of teaching, as from that period till the date of the first Report in February, 1837, 120 candidates offered themselves, of whom the Committee found it necessary to reject 48, as wanting the necessary qualification. One of the first duties of the Committee of the Society was to reduce infant instruction to a system, the necessity for which must have been obvious to all who have observed the trifling desultory way in which infant schools were too often conducted by untrained teachers. For this purpose it was absolutely necessary to found a model infant-school, and also to prepare a set of text-books for the use of teachers. Both these objects were carried out, and the Society having constantly kept in view the necessity of improving their system, now possess an admirable model infant-school, a juvenile school in which the plan adopted with the infants is carried out in its development with those of riper years; and have published a series of text-books for the use of infant-teachers, obviously drawn up with the utmost care, and in my judgment excellently fitted for the purpose in view. The usual course of instruction in the model infant-school is to produce to the children the cast or picture of some animal, or mineral, or plant, or some specimen of manufacture, which is made the subject of the lesson.

The object, however, is not to make the children zoologists, or mineralogists, or botanists. Scientific information is of course communicated, but it is only incidentally, and is an adjunct to the main object of the lesson. Those infant-teachers who make a parade of their scientific knowledge, and delight to show visitors how much the children know of pachy-dermatous animals, and monocotyledonous plants, absurdities which are often witnessed, caricature the purpose of these lessons in the model schools of the Society. The chief object in the method of instruction here adopted with the youngest classes is to cultivate the faculty of observation, that being the first faculty developed in the infant mind. The children are taught to observe closely whatever is brought before them, to discriminate parts, shapes, colours, and whatever information is communicated in this process is considered as altogether secondary, and comparatively unimportant. The principle is, that the child should first be exercised in forming clear notions, and then taught how to express them. Thus the perception of colour is first exercised by showing the class a sheet containing patterns of various colours, and desiring them to pick out from a heap of cards of different colours such as correspond with any particular colours pointed out on the sheet. In a subsequent lesson they are taught to affix the right appellation to the qualities they have discovered.

As the Society progressed in its operations, a difficulty was experienced which led to a slight change in its title, and an extension of its objects. It must have been observed by all who have paid much attention to schools, and the remark has been made in the Reports of several of your inspectors, that there is a want of harmony between infant-schools and those for children of maturer years. I believe it would be a truer, though less polite statement of the case, to assert that while in most infant-schools, something was taught, in most other schools, at least in the lower classes, nothing was taught. It is not surprising that children accustomed to the teaching of an adult and intelligent mistress, such as is trained by this Society, should become restless and inattentive, when on transference to the juvenile school, they are taught, or attempted to be taught by an untrained boy 10 or 11 years of age. In fact, the infant-school system, chiefly by the aid of this Society and the Normal Institution at Glasgow, had advanced in the career of improvement considerably beyond the practice in most juvenile schools. The evil lay mostly in the vices of the monitorial system, which now I trust, owing to the increased use of pupil teachers and of trained masters from normal schools, is in course of abandonment. The difficulty however, was pressed on the consideration of the Society, and they met it by forming in addition to their infant model school, a juvenile model school, in which the plan of instruction used with the infants, is carried out in a sys-

tematic course with the same children to the age of 10 years, or as long as they usually remain at school. The Society at the same time professed to train some of their students so as to fit them for conducting schools where the children remained till the age of 10, and also changed their title from the "Home and Colonial Infant School Society" to the "Home and Colonial Infant and *Juvenile* School Society."

You are aware from the Reports of the other Inspectors, that in by far the majority of schools, the children never remain beyond the age of 10, and thus, in fact, the efforts of this Society are at present directed to supply education to children from almost the earliest dawn of intelligence to the latest period at which they can be commonly brought under any educational influence at all. The popularity of infant-schools with the labouring classes is well known. Those parents who pay no regard to the educational improvement of their children, are generally quite willing to recognise the advantage of keeping them out of the way in a place of security during the day; and as at this tender age nothing can be made of their labour, I have little doubt that, were good infant-schools universally established in convenient localities, there would be little difficulty in securing in them the attendance of nearly the whole infant population of the poorer classes, from the age of two to about six or seven at least. It is impossible to over-estimate the advantage of thus submitting the whole population to at least four or five years of instruction under intelligent teachers, and the Society that aims at this great end deserves our warmest sympathy and regard.

The scheme of instruction enforced in the model infant and juvenile schools, now embraces all that is deemed necessary from the age of two to ten years, that is, for as long as the children remain at school, and I will briefly state the course pursued in the most important branch of all—religious instruction, as I collect it from the works published by the Society, and from conversation with the Directors.

The religious instruction is divided into four steps. In the first, the object is to give the infants their first ideas of God; to teach them that they have a heavenly Father—leading them to feel somewhat of His power from its manifestation in those works of His with which they are familiar; and somewhat of His benevolence, by comparing it with the love shown them by their parents and friends. Thus to begin with what they have seen and felt, and then endeavour to raise their hearts and minds to Him whom faith only can apprehend. In the second step the instruction is conveyed with the help of Scripture prints. The story is gathered from the picture by directing the attention of the children to it and by questions. A portion of Scripture descriptive of the print is then read, that the children may connect the narratives with the Bible, and receive them as

divine instruction. In the third step, the instruction is given from the Bible in a regular connected course, thereby training the children to preserve in their minds the chain of events. In giving these lessons, the history is either altogether given from the Scripture, or partly read, and partly narrated. Pictures are only occasionally introduced to illustrate some particular point, but they are no longer used as the vehicles for conveying the story, which at this stage is done by language. Every lesson is carefully summed up, and some point of doctrine or practice, deduced from it and lodged in the children's minds. In the fourth stage, the higher faculties of the children's minds, as judgment and reflection, are called into exercise. Having become acquainted with the first principles of religion, they are now presented in a more condensed form, and the formularies of our religion are committed to memory; so that the knowledge that was scattered may be gathered together, arranged, and laid up ready for use. The Apostles' Creed is now taught, and the children regularly read the Bible, being encouraged to commit parts of it to memory.

It of course requires no ordinary skill of arrangement to put in execution the above comprehensive scheme. Minute details of the instruction to be given in each of the four stages, are carefully imparted to the students, and they are instructed in them both by lectures and examples: the children being taught in their presence by the practised teachers of the Society, in accordance with the principles laid down.

The buildings in which the Society carries on its operations, consist of three adjoining houses in Gray's-Inn-Road, and another in the immediate vicinity. They are held on lease, and 1500*l.* has been expended on the main building.

Besides the necessary officers and servants, accommodation is provided for 60 persons, sent to be trained as teachers. These persons consist of two classes, viz., those who are sent by patrons to be trained, and those who voluntarily enter the Institution to be recommended by the Society to schools, when they have undergone the prescribed course of training. The conditions under which patronized students are received, are rather less stringent than those required from the other class. They are accurately detailed in the following regulations:—

HOME AND COLONIAL INFANT AND JUVENILE SCHOOL SOCIETY, GRAY'S INN-ROAD, NEAR KING'S CROSS.

Qualifications of Candidates sent by Patrons to be trained.

Sound moral and religious principles are essential, and in addition there are certain qualifications of temper very important in the teacher of children. The power of sympathy is felt by all, but its effect upon young children is almost incalculable; on this account, an animated

lively manner, tempered by self-possession, a cheerful good humour, combined with gentle firmness, are very important. To these should be added that natural fondness for children which leads to a participation in all their little pleasures and pains, and to bear patiently with their infirmities and ill-humours. It is also particularly necessary that teachers should possess an aptitude to teach, the ability of drawing out and directing the powers of children, a quickness of perception to see the effect of the instruction they are giving, and a readiness in availing themselves of accidental circumstances to awaken moral sentiment or draw out some intellectual faculty.

Acquirements.—It is necessary that a candidate should be able to read and spell, to write with facility a tolerable hand, to sing a little, to know the simple rules of arithmetic, and to be well acquainted with the Word of God. It is also desirable that they should possess some information in geography and natural history.

Regulations.

1. The time strongly recommended by the Committee is 24 weeks, and individuals entering for that period are charged 7*s.* a-week only, making 8*l.* 8*s.* for the 24 weeks; this includes every expense except washing, books, and stationery.

2. The charge for six weeks, or any period less than 24 weeks is—Teachers 12*s.* a-week, Assistants 7*s.* a-week.

3. Teachers are required on their entrance to be furnished with "Practical Remarks on Infant Education," "Model Lessons for Infant Schools," "Religious Instruction in a Graduated Series of Lessons for young Children," and other books—the expense of which will be about 1*l.* The books will be taken back and the money returned if the parties are not found qualified.

4. Before the expiration of a month, the qualifications of every individual are reported on by the superintendent, and a copy of the report is forwarded to the party by whom they were recommended.

5. Teachers, whether single women or married couples, can only be received into the institution on the regular days of admission, except by a special order. These admission days commence on the first Monday in January, and continue periodically every six weeks, until the middle of September; they commence again the middle of October, and continue every six weeks until the close of the year.

6. Married men are admitted to be trained as teachers of juvenile schools, without their wives, on the same terms, viz., 7*s.* a-week for 24 weeks, finding their own lodgings—single men are not trained.

7. The return of teachers to the Institution contributing greatly to their improvement, the Committee allow all teachers who have been regularly trained there, to re-enter for one month, at a charge of 1*l.* only, or for six weeks at 1*l.* 10*s.*, whether the money is paid by teachers or from school funds; they are also received at any time convenient to them, if there is a vacancy.

8. In consequence of the numerous applications for teachers, and the state of the finances of the institution, the Committee have resolved, "that in supplying teachers, as well as in the admission of persons to be trained, a preference shall be in all cases given to the applications of subscribers of one guinea and upwards.

9. Nursery governesses, upper nursemaids, or teachers for superior schools, may attend for any period that may be wished, not less than one month, and are charged 4*s.* a-week for instruction only, or 19*s.* a-week, for board, lodging, and instruction; it being understood that they conform to all the rules of the Institution.

Questions to be answered by Candidates who wish to enter the Institution, having schools already provided for them.

1. Age . . . . . .
2. Whether now and usually in a good state of health? . . . . . .
3. Present situation in life? . . . . .
4. Previous employment? . . . . . .
5. Education, what, and where acquired?
6. What knowledge of arithmetic? . .
7. What knowledge of grammar? . . .
8. What knowledge of geography? . .
9. Whether accustomed to teach either in Sunday-schools, or otherwise? . .
10. What knowledge of music or singing? .
11. The party to write a sentence, to enable the Committee to judge of hand-writing, &c. . . . . .

I do hereby certify that is expected to take the* school at† , when her training is completed.

Address _____

FOR CANDIDATES REQUIRING SCHOOLS.

HOME AND COLONIAL INFANT AND JUVENILE SCHOOL SOCIETY, GRAY'S INN-ROAD, NEAR KING'S CROSS.

Qualifications of Candidates who enter the Institution to be recommended by the Committee to Schools, and the Conditions under which they are admitted.

THE difficulty of obtaining competent teachers for infant and juvenile schools, has satisfied the Committee of the Home and Colonial Infant and Juvenile School Society, that it is urgently necessary that the candidates for these responsible situations should have an opportunity afforded them of better qualifying themselves for their arduous and important duties.

Under this impression the Committee receive into their Institution, in Gray's Inn Road, near King's Cross, for a limited period, persons either desirous to enter for the first time upon the work, or those who,

* State whether infant or otherwise. † State name of place.

having engaged in it, feel their own deficiency, and are anxious for improvement.

In order to prevent disappointment and mistakes, the Committee think it necessary to state, what they consider the necessary qualifications of candidates, and the conditions under which they are received.

Qualifications.—1. *Religious and Moral Principles.*—As the primary object of early education is to cultivate religious principles and moral sentiments; to awaken the tender mind to a sense of its evil dispositions and habitual failings, before it is become callous by its daily intercourse with vice; and to lead it to that Saviour who so tenderly received such little ones, and blessed them; to accustom them to trace the hand of their heavenly Father in his works of providence and grace; and to be impressed with the truth that his eye is ever upon them; since such is the *primary object*, an object which if unattempted, early education is valueless; the Committee consider that in addition to an unimpeachable and moral character *decided piety* is indispensable, and that without it, no teacher can be fitted for the work.

2. *Natural Disposition and Abilities.*—There are certain qualifications of temper looked for in the teacher of young children. The power of sympathy is felt by all, but its effect upon children is almost incalculable; on this account an animated lively manner, tempered by self-possession, and a cheerful good humour combined with gentle firmness, are very important. To these should be added, that natural fondness for children, which leads to a participation in all their little pleasures and pains, and bears patiently with their infirmities and ill-humours. It is also particularly necessary that *infant*-school teachers should possess an aptitude to teach, the ability of drawing out and directing the powers of children, a quickness of perception to see the effect of the instruction they are giving, and a readiness in availing themselves of accidental circumstances to awaken moral sentiment, or draw out some intellectual faculty.

Acquirements.—It would be desirable that a candidate should be able to read, to write a tolerable hand, to sing, should know the simple rules of arithmetic, be well acquainted with the Word of God, and possess some information in grammar, geography, and natural history.

The Committee, however, are aware that they must not expect to find all these qualifications combined in every candidate; but they think it desirable not to admit any one in whom there exists any decided impediment to their acquisition.

It will be seen that they think the office of teacher requires certain indispensable natural qualifications and some attainments; and having this opinion, the Committee would earnestly entreat those interested in the cause of early education, to patronize only such persons as their judgment can fully approve, every facility for the improvement of those who devote themselves to the work being now afforded on reasonable terms.

Conditions.

1. The Committee receive candidates in the first instance on probation; and on or before the expiration of a month, their qualifications are reported on by the superintendent in communication with the master of the model school; and if the report be satisfactory, they are allowed to continue; if not, they leave the Institution.

2. All single candidates or married men, who are to be recommended to schools, are to remain twenty-four weeks in the house, and the Committee cannot receive any who will not come in for that time. The wives of married candidates remain such time as the Committee decide in each case, if they cannot remain—as it is much to be desired that they should—the whole time.

3. The charge is reduced to 7*s.* a-week, making 8*l.* 8*s.* for the twenty-four weeks, which includes every expense except washing. Two weeks are required to be paid in advance on entering, and two weeks regularly in advance afterwards; parties should arrange for the payment before they enter the Institution. Candidates will of course understand that 7*s.* a-week does not repay the Society the expenses incurred for their board and instruction.

4. It must be understood that the Committee give no pledge to obtain schools for individuals who come to learn the system; it is only as applications are made to them, that candidates who are properly instructed are recommended; at the same time it may be observed, that good teachers have always hitherto obtained schools.

5. Before parties come into the Institution, a printed paper will be given to them, containing its rules and regulations; and they are required to read them over carefully, in order that they may be strictly obeyed.

6. Candidates, when approved by the Committee, to come into the Institution every six weeks. They are required on their entrance to furnish themselves with "Practical Remarks on Infant Education"—"Model Lessons for Infant Schools," and other books, the expense of which will be 1*l.* 1*s.* The books will be taken back, and three-fourths of the money returned, if the parties are not ultimately approved of.

Note.—Parties who have already schools provided for them require a different paper to be filled up, which may be obtained at the office.

Home and Colonial Infant and Juvenile School Society.

All persons wishing to receive the benefits of this Institution, with a view to become teachers, are required themselves to reply to the following questions in their own handwriting.

1. Age . . . . . .
2. Of what religious denomination? . .
3. Whether now and usually in a good state of health? . . . . . .
4. Whether without natural defect . .
5. Whether married or single; if married, number and ages of children? . .
6. Present situation in life? . . . . .
7. Previous employment? . . . . .
8. Education, where acquired? . . . .
9. What knowledge of arithmetic? . .
10. What knowledge of grammar? . .
11. What knowledge of geography? . .
12. Whether accustomed to teach either in Sunday-schools, or otherwise? }

13. Reasons for wishing to become an infant-school teacher? . . .
14. Whether willing to go to any part of England, and to accept any school the Committee may decide? .
15. If not, whether any preference as to situation, or any stipulation as to salary? . . . . . .
16. Whether any knowledge of music or singing? . . . . . .
17. Whether free from debt? . . .
18. The party to write a sentence, to enable the Committee to judge of handwriting, &c. . . . . .

The party to sign name_____

And write address_____

Such persons are also to have the following questions replied to by one or more respectable parties, who have known the applicant some years.

1. How long have you been acquainted with . . . . . _____
2. Is the disposition good and the temper lively? . . . . .
3. Is the moral character good? . .
4. Are the domestic habits steady, sober, and contented? . . . .

Name_____

Address _____

Date_____

And the following questions answered by the *minister* the applicant has been in the habit of attending.

1. How long has_____ been known to you? . . .
2. Whether a regular attendant on a place of worship? . . .
3. Whether participating in the ordinances of religion? . . .
4. Whether recommended as of known and decided piety? . . .

Name_____

Address_____

When parties, residing in or near London, have had this paper properly filled up, they are required to attend the Ladies' Committee, which *usually* meets on the second and fourth Wednesday in each month, at half-past eleven o'clock; the *precise* day and hour may, however always be known by applying at the office.

When teachers reside in the country, personal attendance is not insisted on, and this paper is to be sent to the honorary secretary, by whom it will be submitted to the Committee, and an answer returned.

Note.—Teachers once recommended to schools by the Home and Colonial Infant and Juvenile School Society, and leaving, are not again recommended until they have applied to the Committee, and been received into the Institution for a month; such Teachers are also required to carry out the system taught at the Institution, unless prevented by local committees.

The Committee of the Home and Colonial Infant School Society have established the following Regulations:—

1. Experience having shown how inadequately the work of training teachers can be accomplished in twenty weeks, they are now required to reside *twenty-four* weeks to secure a recommendation, the charge being 7*s.* a-week for board, lodging, &c., that is 8*l.* 8*s.* for the whole course.

2. All teachers coming into the Institution for a period less than twenty-four weeks, to pay 12*s.* a-week.

3. Teachers, whether single women or married couples, are admitted by the committee on the second and fourth Wednesday in every month, and to prevent interruption in the regular course of instruction, they can only be *received* into the Institution every six weeks, on days fixed by the committee. For 1846-7, these days are as follow:—

Monday, the 12th October, 1846,
Monday, the 23rd November,
Monday, the 4th January, 1847,
Monday, the 15th February,
Monday, the 29th March,
Monday, the 10th May,
Monday, the 21st June,
Monday, the 30th August,
Monday, the 11th October,
Monday, the 22nd November,
Monday, the 3rd January, 1848.

4. Married men are now admitted to be trained as teachers of juvenile schools, without their wives, on the above terms, viz., 7*s.* a-week, for twenty-four weeks—finding their own lodgings.

5. Unmarried men are not trained in the institution.

6. Six young females, not exceeding seventeen years of age, are received as pupil-teachers, for one, two, or three years, according to their age, at an annual charge of 25*l.*, which includes washing and books.

7. The admission of teachers for short periods having been found very inconvenient to the arrangements of the institution, and attended with comparatively little benefit, the committee do not receive teachers for less than six weeks, unless they have actually the care of schools, and are in consequence unable to remain for that time.

8. The return of teachers to the Institution contributing greatly to their improvement, the committee agree to allow all teachers who have been regularly trained there, to re-enter for one month at a charge of

1*l.* only, or six weeks for 1*l.* 10*s.*, whether the money is paid by the teachers or from school funds.

9. The last regulation to apply to any teachers who, having been recommended to schools from the Institution, leave them with a good character. This privilege being given, it is expected that all good teachers will avail themselves of it; patrons and others are requested not to engage teachers who represent that they have been trained by the Society, without first communicating with the Committee: this precaution is necessary to prevent the engagement of unqualified teachers.

10. In consequence of the numerous applications for teachers, and the state of the finances of the Institution, the Committee have "Resolved, That in supplying teachers, as well as in the admission of persons to be trained, a preference shall be in all cases given to the applications of subscribers of one guinea and upwards."

11. The infant and juvenile schools are open to the public at the usual school-hours; but Tuesday in each week, at half-past two, is the most desirable for visitors, as special lessons are then given in elucidation of the system.

12. Nursery governesses, upper nursemaids, or teachers for superior schools, may attend for any period that may be wished, not less than one month, and are charged 4*s.* a-week, for instruction only, or 19*s.* a-week, for board, lodging and instruction.

The two following Tables show the receipts and expenditure of the Society, from the foundation in 1836, to the present time, and also the number of teachers trained. From this account it appears, that 1443 persons have been more or less trained as teachers by the Society, at the expense of 22,686*l.* 19*s.* 9*d.*, of which sum only 7,724*l.* 11*s.* 3*d.* has been obtained from the students in return for their board and instruction. As the fees charged to those who are trained are quite as much as they can pay, the Society in fact, having found it necessary to reduce their charges from the amount first exacted, the difference between the above two sums, or 14,962*l.* 8*s.* 6*d.*, may be considered as the sum, which in the given period of 10 years, it has been found necessary to collect by subscription in order to support the Institution. To train the above number of students, has required about 1500*l.* per annum in addition to what could be obtained in fees from the students themselves.

An Account showing the Receipts of the Home and Colonial Infant and Juvenile School Society, from its commencement, the 22nd February, 1836, to the 23rd February, 1847, distinguishing each Year, and the sources from whence derived.

| Year ended February 23rd. | Time in Training. | Number of Teachers more or less benefited. | Amount Received. | | |

An Account of the Expenditure of the Home and Colonial Infant and Juvenile School Society, from its commencement, February 22nd, 1836, to February 23rd, 1847.

Year ended February 23rd.	Rent and Taxes.	Repairs, Alterations, Furniture, &c.	Housekeeping.	Salaries, Superintendents, Lecturers, &c.	Books and Printing.	Advertising, Stationery, Postages and Incidentals.	Advances to Teachers, for Travelling Expenses, &c.	Poundage, &c.	Votes of Lessons in aid of local Schools.	Total.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
1837	34 16 0	122 6 1	None.	106 5 7	None.	107 10 8	None.	None.	None.	370 18 4
1838	172 6 6	548 12 7	58 7 8	233 10 0	74 6 6	114 2 9	,,	5 15 0	,,	1207 1 0
1839	124 4 0	476 18 9	530 1 4	380 12 11	94 12 3	95 17 3	,,	None.	37 0 0	1739 6 6
1840	166 17 9	115 1 3	795 2 11	305 17 0	72 4 0	62 10 0	,,	20 0 0	28 6 0	1565 18 11
1841	191 14 6	226 3 8	850 1 6	317 9 4	110 15 0	81 5 9	4 14 6	30 6 0	25 0 0	1837 10 3
1842	190 4 3	150 10 9	991 7 7	407 11 3	110 15 0	74 13 0	3 11 4	31 3 6	14 9 8	1974 6 4
1843	189 9 8	158 1 0	996 4 3	559 4 8	110 18 2	104 17 2	32 10 0	23 1 0	16 5 4	2190 11 3
1844	191 15 5	202 4 6	1004 5 9	456 5 1	182 7 6	110 10 4	24 13 10	14 13 0	25 0 6	2211 15 11
1845	227 19 6	828 12 11	1226 15 5	627 14 4	108 10 10	94 19 11	41 13 8	34 0 6	17 0 1	3207 7 2
1846	227 19 7	218 7 3	1465 9 11	742 8 4	188 3 0	108 1 4	This year the re-payments exceeded the advances.	16 11 6	21 4 5	2988 5 4
1847	227 19 7	185 9 10	1581 16 9	762 8 2	232 8 5	129 17 6	27 18 3	41 19 0	18 0 0	3207 17 6
	1945 6 9	3232 8 7	9499 13 1	4899 6 8	1295 0 8	1084 5 8	135 1 7	217 9 6	202 5 11	22,500 18 6

Wm. Swansborough, *Secretary and Accountant.*

The following is a list of the paid officers employed in conducting the Institution.

Office :—

Secretary and Accountant . . .	Mr. Swansborough.
Clerk	Mr. West.

Training Department :—

Head Master	Mr. Dunning.
First Assistant	Miss Redge.
Second Assistant	Miss Bodman.
Teacher of Natural History. . .	Miss Jones.
Teacher of Gymnastics . . .	Serjeant Cunninghame.

Schools :—

General Superintendent . . .	Mr. Gordon.
Master of Juvenile School . . .	Mr. Coghlan.
Assistant Mistress of ditto . . .	Miss Hoyte.
First Mistress of Infant School. .	Miss Bentley.
Second Mistress of ditto . . .	Miss Tucker.
Superintendent of Practising Schools	Miss Sunter.

Engaged in both Training Department and Schools :—

Teachers of Drawing	Mr. Krüsi and Miss Bolton.
Teacher of Arithmetic and Geography	Mr. Krüsi.

House Superintendents :—

Miss Williams.
Miss Roberts.
Mrs. Dunning.

At first some difficulty appears to have been experienced in procuring members of the Church of England to be trained as teachers. Of the 417 teachers trained at an Institution in Hart-street, where infant-schoolmistresses were mostly instructed in their art previous to the formation of this Society, only nine were members of the Church of England; yet of those who apply for teachers, by far the greater part have always required members of the Established Church to be sent to them. Consequently the Committee addressed a circular letter to the clergy, calling their special attention to this subject, and the result has been that the proportionate number of members of the Church of England has much increased, and of the 156 persons received into the Institution in 1846, 109 were members of the Church, and 47 Dissenters. Generally three out of four of those now trained, are members of the Establishment. The following table shows the age, religious denomination and literary qualifications of the last 50 teachers received into the Institution.

Average Age	21
Religious Denomination:—	
Church	33
Baptist	5
Independent	6
Wesleyan	5
Presbyterian	1
	50
Previous Employment in Life:	
Living at Home	14
Engaged in Teaching	12
Engaged in Millinery or Needlework	9
Engaged in Trade	4
Lady's Maid, Nursery, or other service	11
	50
Where educated:—	
In Private Schools	24
In Day-schools	11
In National Schools	12
In Charity Schools	3
	50

Knowledge of Writing:	
Very good	11
Middling	26
Indifferent or bad	13
	50
Knowledge of Grammar:—	
Good	5
Fair	10
A little	27
None	8
	50
Knowledge of Geography:—	
Good	5
Fair	8
A little	30
None	7
	50

Previous to 1841 the Rules and Regulations of the Society stated its object to be the extension of the infant-school system on *Christian principles*. This being objected to as not sufficiently explicit, the following words were then added, and have ever since been continued in the Regulations, "as such principles are set forth and embodied in the doctrinal articles of the Church of England." This alteration required no change in the arrangements of the Society. Before, as since, it has obtained the support of Churchmen, and of nearly all the Dissenting denominations in England. The students who are members of the Church of England, and those who dissent from it, are boarded in two distinct parts of the Establishment, and it is arranged that they meet only during the school hours, and for lessons. No difference is made in the religious instruction given to these two divisions, and since the existence of the above arrangement, no dispute or difference on any theological subject has been known to arise. Nor has the Society received any complaint from the numerous clergymen and others who have sent teachers to be trained.

The Society have never taught any catechism in their infant-schools, and oppose the introduction of any on principle. The reason for this exclusion is best stated in the following remarks by Dr. Mayo and Miss Mayo, to whom the Society are much indebted for the numerous improvements they have introduced in the management of infant-schools. "Catechisms, excellent as they are as summaries of religious truths, and valuable as a means of fixing those truths in the mind in a condensed form,

so as readily to be recalled, are completely out of place in an infant-school. It is the hearts, the affections of infants, that are to be gained on the side of religion; abstract doctrines they cannot understand; and if you accustom them to receive into their memories, not only those truths which from their very nature are above their comprehension, but doctrinal views, which from the form in which they are conveyed, can awaken no idea or feeling, it is very probable that their understandings will continue inactive and their hearts unmoved. When they are of an age to understand and feel the doctrines, they may learn catechisms with great profit." I may also observe that the late Archbishop of Canterbury, when applied to on this subject by the managers of an infant-school in his diocese, expressed his disapproval of the introduction of the Church of England catechism into it.

On this subject, I cannot refrain from quoting the following, paragraph from a sermon preached last year in behalf of the Society, by the late Rev. Dr. Mayo, who was a strongly attached member of the Church of England. "Surely, it is scarcely to be deplored, that there should be presented to Churchmen and Dissenters alike loving the Lord Jesus Christ in sincerity, a sphere of peaceful co-operation, where without compromise of their distinctive peculiarities, they may learn to tolerate, to esteem, to love one another . . . A Society, which looks pre-eminently to the teacher's qualification as a Christian, and seeks to build him up in pure evangelical truth, and then to send him forth to impart it to the children of the labouring classes, claims the support of those who love the truth, and Him who is the Way, the Truth and the Life."

The probability of single women, who have been trained as teachers, subsequently leaving the occupation, has been put forward as a difficulty in the way of normal schools for females. I was accordingly desirous of learning what proportion were found to continue teachers, and it appears that 849 single women have been trained since the commencement of the Institution. Of these, 57 have married, and have in consequence left the employment; 23 have married and still continue it; and 252 have died, or left the employment of teachers for other reasons than marriage. It thus appears, that in the 11 years since the establishment of the Society, 36 per cent. of the single women trained, have, from death and other causes, ceased to exercise the business of teaching.

As the majority of those who enter to be trained as teachers do not remain more than six months, of course in examining them I could not expect any high literary attainments. The small amount of knowledge, which many of them have, on entering the Institution, will be seen in the Table inserted in a previous part of this Report. The chief aim of the Society in training those who are sent to them, is to make them good

teachers rather than accomplished ones; to instruct them in the art of managing children, and imparting knowledge, rather than to fill their minds with information. It is found indispensably necessary to devote some portion of the time they remain in the Institution to acquiring information, yet the Society do not consider themselves responsible so much for the actual knowledge the students acquire, as for the way in which they can bring out what they know for the edification of children. They do give a considerable amount of preliminary instruction, but it is rather from necessity than choice, and they would prefer that those who send students for training, should be responsible for sending them fitted to undergo the course of special preparation for managing schools. They hold that the short time they are in training may be most advantageously employed in the strictly professional object of making them good teachers. That this opinion is well founded I have no doubt, but the adherence to it brings out in greater prominence an evil, of which the Directors of the Society are perfectly aware. Six months is much too short a time for a student to remain in training. It ought to be a year at least, but the funds of the Society will not admit, and the moderate finances of those who enter to be trained, forbid any such extension of the time. Under these circumstances, I could only take things as they are, and of course was bound to adapt my examination to what was professed to be taught in the Institution. I accordingly put to the students the following questions at four different sittings, each of about two and a half hours duration, during which time, they were required to compose written answers. Fourteen persons, all females were presented for examination, and the following Table shows their ages and periods they had passed in the Institution at the time of examination.

No.	Age.	Time in Training.	No.	Age.	Time in Training.
1	15	12 months.	8	20	22 weeks.
2	17	12 months.	9	18	22 weeks.
2	16	9 months.	10	23	16 weeks.
4	18	28 weeks.	11	21	16 weeks.
5	17	28 weeks.	12	21	16 weeks.
6	15	24 weeks.	13	14	16 weeks.
7	25	22 weeks.	14	18	16 weeks.

Questions.

1. Write a short narrative of the principal events in the life of Abraham
2. The same of Joseph.
3. Mention some of the prophecies in the Old Testament referring to our Saviour, and show how they were fulfilled.
4. In what respect were Isaac, Aaron, and David types of our Saviour?
5. Mention some of the internal evidences that prove the authenticity of the Bible.
6. Give some reasons to show the adaptation of the Bible to man.

7. Write a sketch of a lesson to be given to infants on one or more of the five following subjects: The death of Abel.

8. Any part of the history of Joseph.

9. The duty of filial affection.

10. Prayer.

11. On the text Matthew vi. 15, "If ye forgive not men their trespasses, neither will your heavenly father forgive your trespasses."

12. Suppose a school consisting of children from two to ten years of age, arranged in four divisions in different presumed stages of knowledge, mention briefly what description of lessons you would consider applicable to each of these four divisions, and give your reasons for the selection of lessons that you would propose.

13. Mention how you would develop in infants the idea of length, breadth, depth.

14. The same of colour.

15. The same of number.

16. Write a sketch of a lesson to be given to children on one or more of the four following subjects, mentioning the age to which you consider the lesson applicable—Bread.

17. A butterfly.

18. Cruelty to animals.

19. Coal.

20. Mention some of the feelings of children, and the means by which they may be developed and cultivated, with a view to moral training.

21. State some general truths relating to the faculties and feelings of children, and the use to be made of them in their education.

The six first questions were given mainly with a view to test their literary qualifications, for which, as I have stated above, the Society do not in any great degree consider themselves responsible. The answers were generally correctly given, the mistakes of facts being remarkably few, and the whole without exception, were written in clear and excellent hand-writing. However, the want of adequate literary information was perceptible in many of the answers, appearing chiefly in faults in spelling and punctuation, and in a want of that power of free composition, which is fully accounted for by the short time necessarily devoted to studies of this nature. The remaining questions are of a professional character, and in imparting the knowledge which they infer, the efforts of the Society are chiefly directed. I have consequently given specimens of the answers. The nature of the questions will show the objects of the studies, and the replies will give, I think, a tolerably creditable account of the way in which these objects are carried out, considering the time the pupils had been in the Institution.

7th Question, as answered by No. 4.

Point.—To lead the children to see the awful consequence of giving way to bad temper.

First.—Examination of the print. A man standing looking very angry; another laid down upon the ground exceedingly pale, his eyes

closed, and some marks of blood on his clothes. Ask, why they think he looks so? The reason of the blood? Lead them to infer from the trees and sheep represented that they are in a field. Having thus excited their curiosity, then

Secondly, relate to them the story.—The men are brothers; give the names of each, and tell their characters; how God showed his approbation of Abel by accepting his offering, and his disapprobation of Cain by rejecting his; here simply describe the manner of offering a sacrifice, and the reasons for offering them; Cain's anger, his sin; ask for a commandment which forbids murder.

Thirdly.—Application. To guard against anger. How this may be done. When struck not to strike again; when called bad names, not to call names in return. In whose sight would such a spirit be pleasing?

8th Question, as answered by No. 12.

Sketch of a lesson on the duty of forgiveness. My point in this lesson is to lead the children to see the duty of forgiveness. First. I will hold up to the children the example of Joseph's forgiveness to his brethren, and, supposing them to be acquainted with his previous history, read or relate that portion of the narrative which contains an account of his forgiveness; then question the children, getting them to mention the different ways in which Joseph had been injured by his brethren. What feelings led them to be so unkind? In what they manifested this unkind disposition? How Joseph treated them at first? What we may suppose to have been his motive for being harsh and severe at first. When he discovered that they had repented of their former wicked conduct, how he acted? Leading the children to see how fully and freely he forgave, and how he attempted to console them.

Secondly.—Endeavour to get the children to make the application to themselves, by asking which of the parties they would most like to resemble. How they can imitate the example of Joseph? And then, supposing some circumstances in which they might exercise forgiveness, ask what would be their conduct; if, for instance, their brothers or sisters were to deprive them of anything which belonged to them. What they would do if their brother refused to share his toys or to play with them; getting them to repeat the text, "Be ye kind one to another, tender-hearted, forgiving one another."

10th Question, as answered by No. 5.

My object in this lesson will be to lead the children to see the necessity of private prayer, and by my questions lead them to apply the lesson to themselves. To do this, I will first read from the Bible the circumstance recorded in Matthew xiv., of Christ going up into a mountain by himself to pray.

Secondly. I will question them as to where Christ had been? How he felt? Where he went? Why he went to a mountain? What they think he would pray for, &c.

Thirdly. I will ask them what we can learn from Christ going into a place by himself to pray? Why Christ did it? Whom we should imitate, whom we should pray for? How they would act like Christ? Whom they would please in so doing? I would make them repeat simultaneously, "And thou when thou prayest, &c." I will ask them

who said those words? If Christ commanded us to do it, what we should do? Christ not only commanded us to do it, bu set us the example.

12th Question, as answered by No. 4.

To children from two to four such lessons should be given as would call forth simple observation; exercise their conceptive powers a little, get them to express their ideas, give them their first ideas of God, arouse and enlighten their conscience, and awaken their religious feelings. Lessons on colour, size, form, weight, place, object pictures, the human body would call forth observation, conception and judgment a little. Moral and religious instruction would be calculated to cultivate the moral faculties.

To children from four to six, the same subjects for lessons would be taken, but the different faculties taxed more. They are capable of more minute observation. Parts and some prominent qualities of objects would be taken. In animals, the uses, clearer and more minute description of their limbs would be required.

Children from six to eight. The same subjects, but treated differently. In object lessons, the parts and qualities which are less obvious to the senses, those also which are not obvious, the qualities which render certain objects useful for certain purposes should be brought forward. Teach them a little geography, the cardinal points, the boundaries of the playground, village or town in which they live. Their faculties having become more developed, the lessons should be calculated to exercise them. Number, which will exercise the powers of abstraction and memory. Objects which call forth observation aud judgment. Poetry, which exercises imagination and conception.

Children from eight to ten. The religious instruction to be taken from the Bible, forming a regular course, thus preserving in their minds a chain of events. Their judgment should be exercised on very familiar objects, operations and events, in determining points of resemblance difference, and analogy. Their faculties being stronger, the use of maps may be introduced, ciphering, and a little history. As the different faculties of children are developed at different times, and the progress of development is gradual, care should be taken to adapt the lessons to the different capacities.

12th Question, as answered by No. 12.

Lessons suitable for the first division of such a school.—As in children so young, observation would be the faculty chiefly developed and possessed of the greatest strength, it should be cultivated by lessons in which objects are distinguished and named, differences in form discovered, colours distinguished, ideas of size given, and also ideas of number gained. The moral feelings, most of which are very slightly developed at this period, should be cultivated by giving the children habits of kindness, of respect, and of self-control. The first ideas of God should also be gained by lessons, in which the children are led to observe and talk about the kindness of parents, and led from that to see the kindness of God in giving parents; the goodness of God in giving the sun and the rain, in a similar manner.

Lessons suitable for the second division of the school.—At this period the children would be capable of more minute observation; their con-

ceptive faculties would be in some degree developed, and memory and judgment might be exercised slightly. Lessons should, therefore, be given in which the prominent parts, qualities, and some of the uses of objects should be discovered by the children, and examples of similar parts and qualities given by them from memory, in distinguishing parts of form, and in discriminating and naming colours. Also lessons on the weight and size of various objects; the standard weights and measures being used to determine finally the weight or size of any object. Lessons in number being extended to simple exercises in addition, in which the ball frame is used.

The moral and religious feelings of the children should in this stage be cultivated by means of moral stories and Scripture lessons, which the children are assisted in understanding from Scripture prints being used.

Lessons suitable for the third division.—Lessons on objects in which the parts and qualities that are not so apparent, and those qualities fitting the object for its uses are discovered by the children. Lessons on solids, in which the children are led to find out their different parts, and learn to describe them. Lessons on colour, in which they are led to observe cause and effect in the production of secondary colours from those which are primary, by mixing. Lessons on animals, in which they are led to trace the adaptation of parts to habits. Lessons on size, weight, and place, greatly extended. Number in the abstract; and lessons in drawing, and on pieces of poetry, to cultivate imagination.

Moral stories to cultivate moral feelings and Scripture narratives without assistance from pictures; also hymns to cultivate various moral feelings, particularly the social and patriotic. The reasons for giving such lessons are, that they would exercise the different faculties of the children, as observation, conception, memory, judgment, abstraction, imagination, and also the reasoning powers, which would at this time be developed in a considerable degree, and many of them capable of much exercise.

13th, 14th, and 15th Questions, as answered by No. 7.

To develop the idea of length, I would bring before the children several objects of various lengths, as lathes, &c., and require them to select the longer, then the shorter, and compare, leading them to observe the difference. I would go through the same exercise with other objects, as pieces of cotton, making them repeat simultaneously, a long stick, a short stick, a long piece of cotton, a short piece of cotton, &c. Then lead them to articles of dress, as a long dress, a short dress, thus varying the exercise, that they might not confine the idea to one particular object.

To develop the idea of breadth, I would bring some books, or pieces of wood, as the above lathes, and call upon them to select the broadest then the narrowest, getting them to repeat a broad stick, a narrow stick; then to select a broad book or a narrow book, still calling upon them to repeat after me a broad book or a narrow book, &c.

In the same manner I would develop the idea of depth, by bringing before them various objects possessing different degrees of depth, as books, baskets, boxes, &c.

To develop the idea of colour, I would bring before them a board having upon it various colours, also some loose pieces of card with

corresponding colours upon them, and, picking up one piece, would call upon one of the children to point to a similar colour on the board; then pointing to one colour on the board myself, I would require another child to select one from the loose pieces, which would be like it. I would vary the exercise by calling upon them to name some objects in the room like those I would select, as in dresses, &c.

To develop the idea of number, I would bring a number of objects and place them before them, and putting out one would give them the name, one. Then call upon them to give examples, as one teacher, one board, one window, that they might not think the name *one* was confined to that particular object. I would get them to select one object and put it in a particular spot, then another one, and place it beside that, and tell them that one ball, &c., put to one ball would make two balls. I would then call upon them to put out two balls on the ball frame, and give other examples of two, as two children, &c., that I might see that they have the idea clearly.

16*th Question, as answered by No.* 11.

Sketch of a lesson on bread for the 4th division of children.—My object will be in this lesson to lead the children to discover the qualities and use of bread. First, I will procure a piece of bread, getting them to tell me its qualities, as, it is porous, absorbent, opaque, solid, wholesome, nutritious; the crumb is yellowish white, soft,—when new, moist; the crust is hard and of a brown colour. These qualities having been obtained from the children by questions, I will write the first letter of each quality on the slate, proceeding to question them to ascertain if they know the meaning of what they have given me; as in what the *porous* consists, what is meant by *absorbent*, making them give examples of objects possessing the same quality, as flannel, calico; why it is called *opaque*, and give examples of other things that cannot be seen through.

Secondly.—I will then proceed to the use of bread, which the children will very readily give me. I will ask for an example of an object equally useful, namely, water. I will question the children as to the manufactory of bread and the substance of which it is composed. I will get them to mention a passage in Scripture, wherein bread and water is mentioned, namely, "Cast thy bread upon the waters and thou shalt find it after many days."

Thirdly.—I will have a recapitulation of the lesson, by going over the qualities before-named, to fix them more readily and firmly upon their minds.

17*th Question, as answered by No.* 6.

Sketch of a lesson on a butterfly to children of two years old.—The point in this lesson would be to lead the children to distinguish the parts and the uses of each of these parts to the animal, and also to try to cultivate humane and benevolent feelings towards the butterfly. I would let the children look at the butterfly, and then I would ask them to name the parts, as legs, head, eyes, &c. I would then ask the use of each of these parts, as the wings to fly, &c. I would ask the children where they had seen butterflies; how they looked when they were flying in the fields. I would interest the children by talking to them about the butterfly flying in the fields, and resting upon the beautiful flowers in gardens, &c. I would then direct their attention to the colour of the animal; how beautiful its wings are, and how very pretty it looks when

the sun shines upon them. I would then tell them a simple story to show that some children are cruel to butterflies; as when little boys and girls go to the fields to play, and the sun is shining bright, they often see butterflies, and then try to catch them; they run after them, and when they rest upon a flower, &c., they try to put their hands upon them, and sometimes they do happen to catch them; and then they pull their wings off, or else their legs. I would ask what does this show? What kind of children would we say they were? Why were they cruel? I would then ask how we ought to treat the butterfly? Why ought we to treat it kindly. I would make the children repeat, "We ought to treat the butterfly very kindly."

20th Question, as answered by No. 5.

The feeling of *love of approbation*, which is generally very strong in little children, is too often abused by being directed entirely to man. The love of the approbation of man is too often the stimulus by which their conduct is regulated. It is the work of teachers and parents to direct this feeling in a proper course. The love of man's approbation should be transferred for the love of God's approbation, and if rightly directed, this feeling may be of great use in the moral training of our children.

The feeling of *hope* may be cultivated by a promise being made to the children of something that will afford pleasure, and by the fulfilment of that promise; so when the children get older, they should be led to see the promise God has made of eternal life to those who love and serve him, and to hope for the fulfilment of that promise. Thus the feeling of hope may be cultivated with a view to moral training.

The feeling of *fear* is too often exclusively cultivated by parents and teachers, making it the sole means of discipline. This is an abuse of it. Instead of this, teachers and parents should endeavour to transfer the fear the children may have of man to the fear of Him who has said, "The fear of the Lord is the beginning of wisdom." In this sense, the feeling of fear, when properly directed, may be made very useful in the moral training of our children. If we endeavour to implant in our children's minds a fear to offend God and of breaking his laws, we shall find this feeling a great blessing to them, when on the other hand it would prove a curse.

21st Question, as answered by No. 10.

Every power of a child's mind is strengthened by exercise, and is accompanied by an inclination to use it, and the strength of the inclination depends on the strength of the power or faculty in exercise. We should, however, be careful with children to distinguish between the disinclination arising from bad temper or indolence; and the want of inclination proceeding from a want of power, and be prepared to treat the child accordingly. Children also are very happy in the exercise of their faculties, and that love of play, so delightful to them, is only another proof that the exercise of their faculties gives them pleasure. We should endeavour so to adapt the studies of children, that this pleasure may not be diminished or destroyed. A little child may be fully and pleasantly occupied in picking or sorting coloured beans, and putting them into their various coloured boxes; while a child of older growth is delighted by the exercise afforded by a puzzle, in which his *ingenuity* may be taxed. These faculties of children grow stronger, and

gain readiness of action by exercise, and each repeated exercise tends to promote a habit; so that if our lessons are good, and our influence beneficial, each time that influence is exerted, a habit is being formed. We should, however, guard against allowing children to do things in a careless or inaccurate manner, as a bad habit will be as easily produced. When there is any degree of attention, every faculty of the child's mind is brought into exercise by its own stimulus, and remains in action so long as it is present. As for instance, so long as we present objects to a child, is the power of observation exercised, and remains so while they are present. It is the same with memory also, when past events are named with which he is acquainted. Every faculty is called into exercise by the exhibition of it in others; this is called sympathy, and gives rise to imitation. Great care should be taken to prevent anything of an evil tendency being brought before children, either in the conduct of their teachers or companions. That which produces a painful sensation to one feeling, will produce the same to others of that class of feelings.

The different faculties of children are developed at different times, and the progress is gradual. Observation is the first that makes its appearance, and comes before conception. Memory also is before judgment in the process of development. The knowledge of this truth should lead us to have a graduated course of instruction adapted to their different stages of development.

The endowment of the faculties in children is different; hence we see such a variety of characters amongst men. We should therefore endeavour to cultivate that class or group of faculties most improving to the character. All the faculties of the mind are innate, though they are capable of improvement to a very high degree. They cannot, however, be eradicated, so that we should endeavour so to cultivate those that are good, that they may keep in subjection those faculties, which have become perverted by the fall. The teacher's business is not to create, but to cultivate and direct that which is in the child.

An important part of the instruction in the art of teaching is given by what may be denominated lessons for criticism. These consist of lessons given to a class of children assembled in a gallery by teachers in training, in presence of the other students. At the conclusion, the children being dismissed, the sketch of the lesson previously prepared by the teacher is read, and each student is required to give an opinion on the merits or demerits of the sketch, as well as of the lesson founded on it. The treatment of the subject chosen, the language and manner of the teacher, the character of the questions asked, the extent to which the minds of the children have been brought into a state of activity, the educational principles illustrated or violated, and when the lesson is from Scripture, the moral deduced or the impression made, are all the subject of critical remarks.

The head-master or one of his assistants is always present on these occasions, and by his questions, remarks, and a general summing up, aids the students in forming a just estimate of the sketch, and of the lesson. But the best way to give an idea of the manner in which these lessons are conducted, and the

advantages to be derived from them, will be to describe minutely one at which I was present.

The subject chosen was the passage of the Israelites through the Red Sea; and the application intended to be deduced, was the goodness of God towards those, who, like his chosen people, obeyed him, and the severity of his judgments against those, who, as in the instance of the Egyptians, opposed his will.

The class consisted of 30 infants from about five to seven years of age. The teacher, one of those in training, was provided with a print, which represented the Israelites after they had safely passed over, and the Egyptians drowning in the midst of the Red Sea. This print was made the ground-work of the lesson, in the course of which the teacher brought out, by questioning the children on the print, and partly by telling them, where the incidents were not represented, that the Israelites had been in Egypt many years, where they were ill-treated by Pharaoh; that they cried unto God, who ordered Pharaoh, by the mouth of his servant Moses, to let them depart; that Pharaoh was unwilling to permit their departure, but at last consented, though, when they were gone, he immediately repented and pursued them to bring them back: that the Israelites having been overtaken near the Red Sea, were alarmed at the sight of the pursuing Egyptians, upon which Moses prayed to God for help. This gave the teacher an occasion incidentally to refer to the duty of prayer in affliction. The waters of the sea having been divided by the power of God, the Israelites passed safely through, but on Pharaoh attempting to follow, the returning waves overwhelmed him and his army. By pointing to the two parties represented in the print, and dwelling on the condition and character of each, the conclusion was drawn, in the language of the text, Romans xi. 22, that God will show his goodness to all that love him, and his severity to those who are wicked.

The most important part is the subsequent criticism on the lesson, in which each of the assembled teachers is expected to take a part. One student declared that the teacher ought to have dwelt at greater length on the circumstances of the Israelites in Egypt. This criticism was, however, overruled by the master, who observed that nothing should be more cautiously avoided than rambling, desultory teaching; that every lesson should have a specific point, to which the questions of the teacher should have reference, without deviating from it under ordinary circumstances; and as in the present case, the point was to be found in the latter part of the subject, the teacher was right in rapidly passing over the introductory matter.

Several students affirmed that some of the questions were leading and too easy; the answer required being simply, yes, or no, or suggested by the question itself. The master concurred in these objections, and observed that as the object of giving

instruction in the catechetical mode, was to keep the minds of the children active and at work, to observe facts, to investigate the subjects brought before them, and to enable them to draw inferences, and prepare them for receiving impressions, all questions which the children could answer with little or no exercise of mind, wasted the time of the teacher and children.

Some students thought that the information directly given to the children, might have been drawn from them by more judicious questions. The master sustained this objection also and pointed out as a general rule the impropriety of telling children what by a proper exercise of their own faculties they might discover, dwelling upon it as an important principle in teaching; observing, however, that in a Scripture lesson, telling or using the ellipsis, which is considered nearly the same, was sometimes to be preferred to direct questioning, as it enabled the children better to receive the incidents as a whole, and thus assisted in producing an impression—the ultimate design of such a lesson. Another student objected to a question relating to the sea, as it could only be answered by guessing, and the master decided that it was a bad question, there being no data on which the minds of the children could be exercised, and chance, not thought determining the answer.

Another remarked that the teacher was wrong to use the word "severity" in the application of the lesson, without ascertaining that the children understood the word. The master admitted that if the children did not understand the word, the criticism was just, and dwelt on the importance of not using words without ascertaining that they conveyed the desired idea to the children's minds, observing that as a general rule, children should first have the idea itself given them, and be made sensible of the want of the word before it was actually supplied. He added that if the teacher had well worked out the incidents of the narrative, the children would have had the idea of the goodness and severity of God in this case thoroughly fixed in their minds, and thus have been prepared to pass from the perception of a truth presented in a picture or an incident, to the conception of the same truth expressed in a precept or general text of Scripture.

The head master, during the progress of the criticism repeatedly required the students to be more specific in their objections; for example, when a student said some of the questions were too leading, he required the questions themselves to be repeated, observing that it was in this manner only, that the criticisms could be made useful.

In his general summing up, he remarked that the print had not been made sufficient use of; that the awful condition of the Egyptians, and the deliverance of the Israelites as the result of their respective disobedience and obedience to the commands of God, ought to have been more dwelt upon, the impression

to be produced mainly depending on their rightly understanding these facts; that the teacher went too rapidly over the subject, not giving the children sufficient time to think of their answers, or to digest the information imparted to them, thus violating the well-known educational maxim, that a teacher in giving a lesson is not to be guided by what she can give, but by what the children can receive. That she also erred in allowing the children in their replies to repeat parts of sentences instead of the whole, and consequently they often failed to get the complete idea in their minds. He further observed that the sketch was well written, evincing thought and ingenuity, the matter judiciously selected for the class of children before the teacher, that the manner was good and impressive; that the children were orderly, though not so much interested as they would have been, had some of the faults above described been avoided.

I have placed in the Appendix to this Report, statements from the masters employed in the Institution, showing respectively the course of instruction pursued in the infant school, in the juvenile school, and in the Normal department. These courses, especially that intended for the teachers in training, display a very comprehensive range of instruction. But, in practice, the short period, which is passed by many of the students in the Establishment, frequently compels the masters considerably to curtail the scheme laid down.

The juvenile school consists of children mostly under ten years of age, all of whom have passed to this department from the infant-classes. On them, therefore, the full effect of the system pursued ought to be seen, so far as it can be developed in pupils of so tender an age. I have visited many schools where the pupils acquire more extensive knowledge, but I have never seen children of this class, whose minds appeared to have been more thoroughly opened, or who exhibited a more lively intelligence. Their performances in writing, reading, arithmetic, grammar, etymology, geography, were all creditable, and so far as they had been taught, they had been obviously well taught. But what is of far more importance than positive knowledge, and far more pleasing to witness, is the freedom of mind and intelligent sympathy with the meaning of questions put to them, that was apparent in their mode of answering. The school appears to me to attain the important end of sending the children into the world, with well-furnished minds, capable of easy development in whatever direction, occasion may call for further progress. They possess a good groundwork of knowledge, and as such bear testimony to the merits of the system, which the teachers trained by this Society are taught to practise.

I have the honour to be, &c.,

E. CARLETON TUFNELL.

To the Right Hon. the Lords of the *Committee of Council on Education.*

APPENDIX.

COURSE of INSTRUCTION in the INFANT SCHOOL of the HOME and COLONIAL INFANT and JUVENILE SCHOOL SOCIETY, at the time of its inspection by Mr. TUFNELL, Her Majesty's Inspector of Schools.—May 3, 1847.

The following subjects are taught:—

I. Scripture.
II. Reading, spelling, and writing.
III. Number.
IV. Moral instruction.
V. Animals.
VI. Objects.
VII. Trades and employments.
VIII. Form.

I.—*Scripture.*

The Creation—Fall of man—Call of Abraham and History of the Israelites, to their settling in Canaan—According to "Religious Instruction," by Miss Mayo.
The Life of our Lord.
Scripture biography.
The commandments.
Scripture natural history.

II.—*Reading, Spelling, and Writing.*

Reading.—"Reading Disentangled," "Peep O'Day," "Line upon Line," and Second Book of the Christian Knowledge Society, are the books used. Writing, Mulhauser.

III.—*Number.*

The course in "Model Lessons," p. 103, to p. 153.

IV.—*Moral Instruction.*

Drawn from fables.
,, facts.
,, moral poems.
,, incidental circumstances.

V.—*Animals.*

The common animals of the class Mammalia, showing their peculiar organization and habits, and their adaptation to their propensities.
The common birds, either those constantly seen, those from which we derive special benefits, or those that manifest some peculiar purpose in their organization.
The most common insects.
The natural history of animals, occupies about six months—that of plants, the other months of the year.

VI.—*Objects.*

See first and second and third Series of Miss Mayo's "Lessons on Objects."

VII.—*Trades and Employments.*

Trades, such as carpenter, baker, &c.

"Willey's Stories," by Mrs. Marcet occasionally forms a manual for this course.

Employments—domestic servants and out-door employments—considering the work—implements used, and duties connected with the employment.

VIII.—*Form.*

Knowledge of the geometrical solids and superficies.

Practice in determining the relative and positive dimensions of objects, and also their relative and positive weights.

Linear drawing, with a view of cultivating invention and manual facility.

E. Bentley, *Mistress.*

Course of Instruction in the Juvenile School of the Home and Colonial Infant and Juvenile School Society, at the time of its inspection by Mr. Tufnell, Her Majesty's Inspector of Schools.—May 3, 1847.

The school is divided into two sections, and these are again subdivided into classes.

The following subjects are taught:—

I. Scripture.
II. Reading, writing, spelling and etymology.
III. Arithmetic and ciphering.
IV. Form.
V. Objects.
VI. Grammar.
VII. Geography.
VIII. Lessons on money matters.
IX. Natural History, including the Calendar.
X. Drawing.

I.—*Scripture.—Upper Section.*

The children of this section in addition to Scripture natural history, have had lessons on the following subjects within the last 18 months.

1. Leading events of the Pentateuch as given in Miss Mayo's book, on "Religious Instruction."
2. Principal events in the life of our Lord, as recorded in the Gospel of St. Matthew.
3. History of the early Church, as given in the Book of the Acts of the Apostles.

The children of the first class have written abstracts of each chapter in the first and second Book of Samuel, and first and second Book of Kings.

Lower Section.

The children of this section have had lessons on—

1. The histories of the Pentateuch, as given in Miss Mayo's book on "Religious Instruction," 3rd step, pp. 110 to 167; 75 lessons.
2. Lessons on the "Creed" from the same book. This course is not yet finished.

II.—*Reading, &c.*

The books used for reading, are Sullivan's Geography Generalized —Information on Common Objects—Aiken's Calendar—Manners and Customs of the Jews—History of the Jews—Second Book of the Christian Knowledge Society.

Writing, on Mulhauser's plan.

III.—*Arithmetic.*

Arithmetic, mental. The school is divided into five classes, and the following is the position in which they now stand.

1st or lowest Class. Addition of 4 and 5.
2nd ,, Addition by twelves.
3rd ,, Addition by numbers between 10 and 12.

These exercises are purely abstract, and on the plan of Mr. Reiner's "Lessons on Number."

4th Class have done with multiplication on the plan of Pestalozzi by Mr. Krüsi. They are now commencing division on the same plan.

5th Class are engaged with reduction and proportion. Mr. Macleod's practical questions have been used in these last two classes. Tate's book has not yet been commenced.

Ciphering.

1st Class. Numeration and addition—simple.
2nd ,, Subtraction—simple.
3rd ,, Multiplication—simple.
4th ,, Multiplication—compound.
5th ,, This class is chiefly engaged in operations of simple proportion, and some of them have a slight knowledge of fractions; there are few children in the school above 11.

IV.—*Form.*

The upper section are at present going over the first lessons in the second chapter of Reiner's "Lessons on Form."

The lower section have only just entered on the subject.

V.—*Objects.*

Miss Mayo's "Lessons on Objects" and "Information on Common Objects," are the text-books.

In the lower section, the chief purpose is the cultivation of observation by discovering what the objects are—what they have—and what can be done with them.

In the upper section, the lessons embrace the history of each article. Lessons on the following subjects have been given within the last

twelve months.—Metals—gold, silver, copper, lead, manufactures.—Cotton, wool, silk, cutlery.

VI.—*Grammar.*

On this subject there are generally three courses.

1. A simple development of the parts of speech, and their application.
2. The inflections of words with the exception of the moods of the verb.
3. The construction of simple and compound sentences, and the application of the rules of syntax.

The highest class are going over the third course. The grammar of the Irish National Board is that which the children use.

The lowest class. These children are in the second course.

Lower section. This section also consists of two classes, both are engaged with the first course. The second class has got as far as the adverb. The first to the adjective.

VII.—*Geography.—Upper Section.*

1. General outline of the world.
2. England and our colonies.
3. Europe.
4. Asia, with special reference to Palestine.

The lessons given on these subjects, are such as could be grafted on the text of Chambers's Catechism. Only the more prominent features of each country have been considered such as principal natural divisions, chief mountains, ranges, rivers, lakes, and cities, with such facts as the teacher considered likely to interest the children; a more minute account being reserved for another course. Physical geography, explanation of phenomena of wind, rain, &c. Sullivan's Geography.

The children are now going over the general divisions, chief mountains, and rivers of Asia.

Lower Section.

1. First ideas of geography—Miss Mayo's Lessons.
2. England—boundaries, mountains, counties or shires.

VIII.—*Money Matters.*

The Archbishop of Dublin's little work forms the text-book of these essons.

IX.—*Natural History.—Upper Section.*

1. Division of all objects . . . into natural and artificial.
2. ,, natural objects. . ,, organized and inorganized.
3. ,, organized bodies ,, animal and vegetable.
4. Classification of animals.
5. Division of 1st class of Mammals into orders.
6. Lessons on each order. In these lessons the chief points are to show the manner of life, the habits, and the formation adapted to each animal.

A course of lessons on plants has made some little progress.

The Calendar.—Upper Section.

These lessons embrace the weather and the different changes in the animal and vegetable world during the month, farming, and gardening operations.

X.—*Drawing.*

Drawing, as a means of developing taste and invention, on the plan of Pestalozzi, by Mr. Krüsi.

As an imitative art, on the Government plan.

E. COGHLAN, *Master.*

COURSE of INSTRUCTION for the TEACHERS in training at the HOME and COLONIAL INFANT and JUVENILE SCHOOL SOCIETY, prepared by desire of Mr. TUFNELL, Her Majesty's Inspector of Schools.—May 3, 1847.

I. Scripture.
- The authenticity of the Bible and the evidences of Christianity.
- A general view of the different books of the Bible.
- A daily Scripture text with remarks, chiefly of a practical nature.
- Instruction in the most important doctrines of the Bible to promote real religion, the lessons especially bearing upon the duties and trials of teachers.

II. Writing and spelling.

III. Language.
- Grammar.
- Etymology.
- Composition.

IV. Number.
- Mental arithmetic.
- Ciphering.

V. Form.
- Lines and angles.
- Superficies.
- Solids.

VI. Natural history.
- Mammals.
- Birds.
- Plants.

VII. Elementary drawing.
- For the cultivation of taste and invention.
- As an imitative art.

VIII. Vocal music.
- Singing.
- The notation of music.

IX. Geography.
- A general view of the world.
- England and its colonies.
- Palestine.

X. Objects.

The parts, qualities, and uses of common objects.
The essential properties of matter.

XI. Educational lessons.

Principles of education as founded on the nature of children.
On the government of children, and moral training.
On subjects for lessons.
On graduated instruction.
On methods of teaching.
On writing and giving lessons.

XII. Physical exercises.

Great care is taken that difficulties in the mode of treating every subject, and in the manner in which it should be presented to the children, are, as much as possible, simplified to the students. The courses of study and practice commence at the simplest and most familiar points, and proceed gradually to what is more complex and abstract.

It is much to be regretted that so large a portion of time is devoted to the acquisition of the common branches of knowledge. The principal object of a training establishment ought to be to train teachers in the best methods of imparting instruction and conducting the general business of education. The evil, however, cannot be remedied as long as the time of training is so limited, and candidates come from a class of persons whose education is in general so deficient.

The Course of Practice.

Every student having a full training, goes through the following course:—

I. Preparatory exercises, consisting in witnessing others give lessons at classes or galleries.
II. Taking charge first of classes and afterwards of galleries of children.
III. Giving an opinion or criticising the lessons of other teachers.
IV. Giving lessons themselves publicly.
V. Attending in the infant-school and assisting the mistresses.
VI. Having the temporary charge of a school under inspection.

The time appropriated to each varies according to the progress of the teacher.

The twenty-four weeks, which at present constitute the period of training, are divided into three periods, the first consisting of six weeks, the second of twelve weeks, and the third of six weeks; and the students are divided into three classes or sections. To each class is assigned a course of study and practice, through which, under ordinary circumstances they are able to pass in the allotted time.

First or Lowest Class.—Six Weeks.

The students in this class are chiefly occupied in receiving instruction for their own improvement, with a view to their future training.

Morning.

H.	M.	
8	15.	The business of the day is commenced with a text from Scripture, and remarks. This is followed by an educational motto, setting forth some principle or practice of education on which a few remarks are also made.
8	30.	A lesson on Scripture.
9	15.	Practice in singing pieces from "Hymns and Poetry."
9	30.	A lesson on objects, or the properties of matter.
10	30.	Recreation.
10	45.	Observing a lesson given to the children in one of the practising schools by the superintendent of those schools.
11	30.	A lesson on language.
12	30.	Dismissal.

Afternoon.

2	0.	A lesson previously given in the preparatory, or practising schools, examined as to its object, and the method of giving it.
3	0.	A lesson on number.
4	0.	A lesson in singing and the notation of music, or in drawing, for the cultivation of taste and invention.
5	0.	Walking exercise on Monday, Wednesday, and Friday.
5	30.	Dismissal on Tuesday and Thursday.

Evening.

6	30.	Scripture instruction, or analyzing lessons in "Model Lessons."
7	30.	Entering heads of lessons in note-books.
9	15.	Dismissal.

Saturday.

8	15.	A Scripture text and educational motto, as on the previous days.
8	30.	Scripture instruction.
9	30.	Gymnastics, under a drill-sergeant.
10	30.	Scripture instruction.
11	30.	Entering heads of lessons in note-books.

Note.—The afternoon of Saturday is a holiday for all the teachers in the Institution.

Second Class.—Twelve Weeks.

As the students now begin what may properly be called their *training*, more time is appropriated to the principles and practice of early education.

Morning.

H.	M.	
8	15.	A Scripture text and educational motto as to the lowest class.
8	30.	A lesson to the upper section of the class in geography, or on the principles and practice of early education, and to the lower section on Scripture.
9	15.	A lesson on number or drawing as an imitative art.
10	0.	In charge of classes of children in the schools, or a continuation of the lesson on drawing.

H.	M.	
10	45.	A lesson on the principles and practice of early education.
11	30.	Attending and remarking on gallery lessons given by students of the class.
12	30.	Dismissal.

Afternoon.

2	0.	In charge of classes of children in the schools.
2	30.	Observing a lesson given to the children by the mistress of the infant-school.
3	0.	Drawing up sketches of lessons, or analyzing lessons in "Model Lessons," or other exercises of the same kind.
4	0.	Notation of music, or practising drawing.
5	0.	Walking exercise, on Monday, Wednesday, and Friday.

Evening.

6	30.	A lesson on Scripture, or natural history.
7	30.	Entering notes in daily journals.*
9	15.	Dismissal.

Saturday.

8	15.	A Scripture text and educational motto, as in the other days of the week.
8	30.	A lesson, to the upper section of the class on geography, and to the lower section on Scripture.
9	30.	Gymnastics.
10	30.	A lesson on Scripture.
11	30.	Entering notes in daily journals.

Third Class.—Six Weeks.

The previous instruction and practice of the students is now brought to bear upon the government of large numbers of children, and the time is chiefly employed as assistants in the schools, or in taking the entire management of one of the small practising schools. When they are not so employed, their time is occupied as follows, viz.:—

Morning.

H.	M.	
8	15.	A Scripture text and educational motto.
8	30.	A lesson on the principles and practice of early education, or on geography.
9	15.	In the schools employed as general assistants.
12	30.	Dismissal.

Afternoon.

2	0.	In the schools as before.
5	0.	Dismissal.

Evening.

6	30.	A lesson on natural history or Scripture.
7	30.	Entering notes in daily journals.
9	15.	Dismissal.

* Much time and attention are given to these journals, both by the students and those who instruct them, as well as by the ladies of the committee, to whom they are sent for examination.

Saturday.

H. M.
8 15. A Scripture text and educational motto.
8 30. A lesson on geography.
9 30. Gymnastics.
10 30. A Scripture lesson.
11 30. Entering notes in daily journals.

Time allotted to each subject of study.

The following table exhibits the time weekly allotted in the different classes to each subject of study and also the average weekly time.

	First or Lowest Class.	Second Class.		Third Class.	Average Weekly.
		First Period.	Second Period.		
	hr. min.	hr. min.	hr. min.	hr. min.	hr. min.
I. General Improvement:—					
Scripture	8 30	7 0	7 0	3 45	6 34
Writing and spelling, reports of lessons, &c.	10 30	12 30	12 30	10 30	11 30
Language	6 15	2 15	..	..	2 7
Number and form	5 0	..	2 15	..	1 49
Natural history	..	3 0	3 0	3 0	2 15
Geography, including the Holy Land	..	1 0	1 15	2 30	1 11
Objects	6 15	..	..	..	1 34
Vocal music	4 15	3 0	3 0	..	2 34
Drawing	3 0	5 0	5 0	..	3 15
Gymnastics and walking exercise	1 0	1 0	1 0	1 0	1 0
II. Lessons on the principles and practice of early education	11 15	12 30	12 45	3 0	9 45
III. Practice in the Schools:—					
Taking charge of classes, and afterwards of galleries of children	..	4 0	4 0	..	2 0
Giving an opinion on the lessons of other teachers. Giving lessons publicly.	..	4 30	4 30	..	2 15
Attending as assistants in the schools	..	..	..	32 15	10 15
Having the sole charge of schools under inspection.					
Recapitulation.					
General improvement	44 45	35 0	34 45	20 45	34 0
Principles and practice of education	11 15	12 30	12 45	3 0	9 45
School practice	..	8 30	8 30	32 15	12 15
Total number of hours weekly	56 0	56 0	56 0	56 0	56 0

It is deemed unnecessary to give any syllabus of the courses of ordinary instruction, but the following syllabus of lessons on the principles and

practice of early education, is annexed, as it shows what is in some degree peculiar to this institution.

First Course.

It is a distinctive feature at this course that the ideas are chiefly gained from examples presented to the students. The lessons are mainly explanatory of the examples.

I. Lesson on the daily routine of employment in the Institution. The instructions by the committee for students. General rules and regulations.

II. Examination and analysis of lessons from "Model Lessons," viz.:—

Lessons on objects, Part I. p. 51–93.
,, colour, Part I. p. 149–157.
,, animals, Part I. p. 160–165.
,, number, Part I. p. 103–140.
Scripture Lessons, Part III. p. 1–28.

III. Drawing out sketches of lessons on various subjects, after the example of those analyzed.

I.—*On Objects.*

1. On a shell or leaf, according to the model of a lesson on a feather.
2. Copper or iron . . . . . ,, ,, lead.
3. Tea or sealing wax . . . . . ,, ,, loaf sugar.
4. Vinegar or ink . . . . . ,, ,, milk.
5. Recapitulation.
6. Parchment . . . . . ,, ,, paper.
7. Cloth . . . . . ,, ,, leather.
8. Pipeclay . . . . . ,, ,, chalk.
9. Wood or rice . . . . . ,, ,, coal.
10. Recapitulation.
11. A candle or hammer . . . ,, ,, lead.
12. A turnip or acorn . . . . ,, ,, a rose-leaf.
13. An egg . . . . . ,, ,, honeycomb.
14. A bird or bee . . . . . ,, ,, a butterfly.
15. Recapitulation.

II.—*On Animals.*

1. Sheep . model—hare.
2. Goat . ,, cow.

III.—*On Colour.*

1. The colour blue . model—red.
2. ,, yellow . ,, green.

IV. Lessons in which "Practical Remarks" form the text-book.

V. On the art of questioning children, and on the different methods of giving lessons.

The students afterwards draw out lessons in full, according to models given.

VI. On the best method of drawing out children's observation upon the objects around them, and upon the circumstances in which they are placed, and on fixing the knowledge so gained in the mind.

VII. The characteristics of young children that must be kept in view and acted upon, in order to secure their attention, to interest them in their lessons, and to gain ascendency over them.

1. Love of activity.
2. Love of imitation.
3. Curiosity, or love of knowledge.
4. Susceptibility to kindness and sympathy.
5. Deficiency in the power of attention.
6. The love of frequent change.
7. The force of early association.
8. Disposition to repeat the means by which they have once attained their ends.

VIII. On the senses, and the use to be made of them in early education.

IX. The gallery lessons given to the children of the preparatory or practising schools, as to the subjects, the manner of treating them, and their bearing upon the education of the children.

First Preparatory School.

1. Form—1st step.
2. Colour—1st and 2nd step.
3. Size—1st step.
4. Actions—1st step.
5. Human body—1st step.
6. Objects—1st step.
7. Number—1st step.
8. Religious instruction—1st step.
9. Sounds—1st step.

Second Preparatory School.

1. Form—2nd step.
2. Colour—3rd and 4th step.
3. Size—2nd step.
4. Actions—2nd step.
5. Place—1st step.
6. Objects—2nd step.
7. Animals—2nd step.
8. Number—2nd and 3rd step.
9. Moral instruction—2nd step.
10. Religious instruction—2nd step.
11. Sounds—2nd step.

X. A general view of the different subjects of instruction in the preparatory schools, with a view to lead the students to draw from them principles and plans of teaching.

Second Course.

I. Instructions on familiar or conversational lessons, and on the subjects chosen for these lessons, in the preparatory schools.

II. Analysis of lessons in "Model Lessons."

1. Form, Part II. p. 150–226.
2. The human body, Part I. p. 24–50.
3. A flower, Part II. p. 65–76.
4. Scripture lessons, Part II. p. 1–21.
5. Bible examination, Part II. p. 125–132.

III. Drawing up sketches of lessons in writing, according to a given model, first, singly, and then in a series or course.

Objects.

1. On sugar, after the model of the lesson on bread.
2. Spices and liquids ,, ,, corns.
3. Leather and silk ,, ,, cotton.

Animals.

1. On a tiger . . . . . Model—A pheasant.
2. The elephant and the cat . . ,, A pig.
3. Different kinds of teeth . . . ,, Different kinds of feet of animals.
4. Comparison of parts of a quadruped and bird. . . ,, Hand and foot.

Scripture Illustrations.

1. The sun and the dew. Model—The rainbow.
2. Sheep—lion ,, The vine.
3. Fishermen of Galilee ,, The Shepherds of Judæa.

Scripture Narratives.

1. On the Prodigal Son, and on } Model—Joseph's forgiveness
2. The Brazen Serpent . . } of his brethren.
3. David's Veneration for his King ,, Solomon's respect for his mother.
4. The Nobleman's Son. . . ,, Mark x. 46 to 52.

In Series or Course.

1. A variety of sketches, after the model of the lesson on water.
2. A series of sketches on a given subject ,, on prayer, &c., as in "Model Lessons," part III. p. 24, &c.
3. A graduated series of sketches on the ,, on a same subject. straw, a cat, &c.
4. On the subjects appointed for lessons weekly at the different galleries.

IV.—Writing out lessons in full on specified subjects—As

1. To develop the idea of Inodorous.
2. ,, ,, Pliable.
3. ,, ,, Tasteless.
4. ,, ,, Soluble and fusible.
5. ,, ,, Semitransparent.
6. ,, ,, Elastic.
7. ,, ,, Aromatic.
8. ,, ,, Natural and artificial.

9. To develop the idea of Lesson on an elephant.
10. ,, ,, Comparison of the cow and pig.
11. ,, ,, A piece of poetry.
12. ,, ,, The rainbow.
13. ,, ,, The addition or subtraction of 8.
14. ,, ,, Explanation of the terms—sum, remainder, product, quotient.
15. ,, ,, Substance of lesson X. in Reiner's "Lessons on Form."
16. ,, ,, On the illustration of the general truth, "God is angry with the wicked every day."

Note.—The number of sketches and lessons which the students are enabled to draw out during their training of course depends upon their ability and upon the previous education they have received. Some of these lessons are examined publicly, that their excellencies or errors may be pointed out for the improvement of the class, the name of the writer being withheld.

V.—*Gallery Lessons.*—With reference to the Gallery Lessons, instructions are given on the following points:—

1. The sketch.
2. The subject-matter.
3. The summary.
4. The application of a moral subject.
5. On maintaining order and interest.
6. The exercise of the mind of the children and the knowledge gained.
7. The manner of the teacher.
8. Voice-pronunciation.
9. Importance of attention to the whole gallery of children.
10. On the use to be made of incidental circumstances.
11. On the questions to the children.
12. Mechanical plans.

VI.—On the subjects taught in the schools, their suitability to the children, and the mode of treating them:—

1. Colour.
2. Form.
3. Size.
4. Weight.
5. Physical actions and operations.
6. Number.
7. Place, as preparatory to geography.
8. Sounds, as preparatory to singing and the notation of music.
9. Objects, including models of common utensils.
10. Teaching by pictures of common objects, and drawing objects before children.
11. The human body.
12. Animals.
13. Moral instruction.
14. Religious instruction.

15. Teaching pieces of poetry.
16. Drawing and writing.
17. Reading and spelling.
18. Language, including composition, grammar, and the explanation of words.
19. Number, form and language, as the elements of intellectual instruction.
20. Summary of the principles learnt in considering the subjects of lessons for infants.
21. Drawing out sketches of the different methods of giving lessons, and the uses to be made of them, shewing which are bad and which are good, and those suitable to different subjects.

VII.—Miscellaneous:—

1. A course of educational mottoes.
2. On intuitive knowledge and early development.
3. On principles and plans of education.
4. Anecdotes of occurrences in the school, brought forward with a view to form right principles of moral training and intellectual development.
5. On the playground, especially in reference to its influence in the intellectual and moral training of children.

Third Course.

I.—The practice of the school-room, and the principles on which it should be regulated:—

The school-room and its apparatus, including library, collection of objects, &c.
The opening and general arrangements of a school.
Attendance, and the best method of raising and filling a school.
Admission payment, and first treatment of children.
General order and quietness.
The physical state of the children, health, cleanliness, neatness.
The exercises of the school-room and playground.
The division of time, and the subjects of lessons in a school.
Modes of leading elder scholars to work, independently of the master's direct teaching.
The government of a school with respect to its spirit and plans.
The influence of numbers in teaching and moral training.
Rewards, punishments, emulation.
Assistance, including paid assistants and monitors; the monitorial system.
The defects and advantages of the individual, and simultaneous methods of instruction, and the use of the ellipses.
Examinations by the teacher, for parents and for subscribers.
Holidays.

II.—Points respecting teachers:—

The intellectual and moral qualifications of a teacher, and the circumstances which affect him in his labours.

The conduct of teachers to parents, committees, inspectors, and the public.

The means by which teachers may carry on their own improvement.

III.—On the mental and moral constitution of children with reference to the principles on which education should be based:—

Mental.

The various operations of the mind, intellectual and moral, and the wisdom and goodness of God which they display.

The dependence of one intellectual faculty upon another, and the necessity for the orderly and progressive development of the whole.

The intellectual diversities of children, and the method of treating each variety of character.

Moral.

The importance of moral training on a religious basis, shewing how the Bible should be our guide.

Diversities in the moral character of children, and the method of treating each, viz.,

Attachments of children.
Anger, and the treatment of passionate children.
Quarrelsome children.
Children disposed to injure and destroy.
Cunning children.
Covetous children.
Fear, and its use and abuse, as a means of discipline with children.
Firmness, and its tendency to become obstinacy.
The love of distinction and applause.
The cultivation of benevolence.
The sense of right and wrong.
Respect.
Obedience.

IV.—General truths respecting the operations of the mind and moral feelings, and the uses to be made of them in the education of children.

R. Dunning, *Head Master.*

Statistics of Applications for Aid from the Parliamentary Grant w Education i

Object of Application.			Number of Trustees and several Heads.					
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	
The erection of a school-house, .	Newtown	B.	.	2	.	4	:	:
The erection of a school-house with residence.	Ewyas Harold . .	N.	1	and 2 Churchwardens.				
The erection of a school-house, .	Maiden Bradley .	N.	1	and 2 Churchwardens.				
Providing fittings, &c.	Stretton	N.	2	1	.	.	.	.
The erection of a school and residence.	Bolton-le-Moors .	N.	1	and Churchwardens.				
The erection of a school-house, with master's residence.	Ruabon.	N.	.	3	.	.	.	.
The erection of a school-house, with residence.	Boxley	N.	1	and 2 Churchwardens.				
Ditto.	Blackpits	N.	3	.	.	.	.	.
Ditto.	Lanlivery. . . .	N.	1	and 2 Churchwardens.				
Ditto.	Rochdale (Buersil and Lower Place.)	N.	1	.	.	.	.	.
The erection of a school-house .	Goodshaw. . . .	N.	2	and Wardens of Goodshaw				
The erection of a school, with master's house.	Bottesford. . . .	N.	2	1 and 2 Churchwarden				

› been considered and determined by the Committee of Council on
r 1845–46.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
28 yards.	600 yards.	7,000	1 N. school endowed with the dividends of 1,700*l.* Three per Cent. Consols.	20 boys	1 Wesleyan school	180	280
an acre.	Residue of site.	450	. .	.	2 or 3 in different dame schools.	.	56
y 60 feet.	Residue of site.	800	.	.	1 Sunday school	.	130
. .	. .	450	. .	.	2 small dame schools.	.	90
sq. yards.	Residue of site.	5,550	. .	.	1 Unitarian day school. Nearly 2,000 children attend Sunday schools in the district.	140	540
an acre.	2 of 500 yards each.	3,276	Land, 23*l.* per annum, interest on 100*l.* = 5*l.*, part of rent charge, 12*s.*, Ruabon Grammar school 100*l.* Total 128*l.* 12*s.*	.	. .	.	356
y 80 feet.	36 by 80 feet.	1,398	. .	.	1 dame school. . 1 Dissenters' school	20 20	136
18 yards	480 yards.	2,000	.	.	Messrs. Butterworth 54 Wesleyan . . . . 108 Association . . . 80 Wesleyan Sunday 108 Association ditto 80 1 Baptist school held in a cottage.		160
y 65 feet.	. .	1,803	. .	.	. .	.	234
an acre.	Residue of site.	6,000	. .	.	2 daily schools. . There are also Sunday schools.	80	333
. .	276 sq. yards.	500	. .	.	1 National school for the Chapelry.	.	156
. .	. .	764	. .	.	1 Sunday school held in the church and several male schools.	.	100

Statistics of Applications for Aid from the Parliamentary

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Ex- pense.
	£	£	£	£	£	£	£	£	£	£
Newtown	.	431	.	.	54	10 pump.	.	12	.	57
Ewyas Harold . .	.	60	20	.	4	.	50	5	.	About 4
Maiden Bradley .	.	330	.	.	20	.	.	.	.	No return
Stretton	.	.	.	.	.	.	.	.	.	.
Bolton-le-Moors .	261	867	.	.	110	.	118	11	.	1,367
Ruabon	60	652	60	30 privies, &c.	55	.	212	10	.	1,079
Boxley	.	383	30	.	103 fences, drains, &c.	15	212	50 and archi- tect.	.	793
Blackpits	67 given.	265	.	.	87 and level- ling, &c.	.	50 Clerk of Works	15	.	484
Llanlivery . . .	Estimated cost, 560*l*.			.	.	.	.	.	.	560
Rochdale (Buersil and Lower Place.)	(Not stated).			.	.	.	.	.	.	.
Goodshaw	50 given.	223	40	.	27	.	.	15	.	355
Bottesford		150	.	.	.	.	100	.	.	250

Grant of Education, in the Year 1845-46—*continued.*

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
300	. .	.	.	200	60*l* a-year from every source.					.	210*
40	20 N. S.	.	.	80	10	.	.	15	.	.	56
					The minister will be answerable for any deficiency.						
225	. .	.	.	125	30	.	.	10	.	40	65
.	Deficiency.	.	.	20	.	Not stated.			.	.	20
350	300 N. S.	.	.	717	Children's payments and annual collections will be sufficient.						540
653	100 N. S.	.	.	324	.	40	26*l*. 12*s*.	40	10	116*l*. 12*s*.	250
375	60 N. S.	.	.	280	50	.	.	30	5 Needlework.	85	121
135	80 N. S.	67 site.	.	283	.	15	.	45	.	60	160
116	80 N. S.	.	.	450	22	.	.	20	.	42	234
268	160 N. S.	.	.	Not stated.	15	.	.	2*d*. a-week.	.	.	250
95	75 N. S.	50 site.	.	135	5	.	.	40	.	45	117
45	50 N. S.	.	.	200	Fees 2*d*. a-week, farmers' children 7*s*. a-quarter.						75

* On occasion of the fee-simple being obtained.

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a master's house	Oddington. . . .	N.	1	Churchwardens & Overseers.					
The erection of a school-house. .	Thatcham	B.	.	.	.	.	.	.	.
The erection of a school-house, with master's house.	Blandford	N.	Vicar and Churchwardens.						.
The erection of a school, with master's house.	Pembroke Dale .	B.	.	.	.	.	.	10	.
For additional aid to enclose school with iron railing.	Blackley (Crab Lane.)	N.	.	.	.	.	.	.	.
The erection of a school-house .	Edinburgh, Old Town.	Episcopal free school.	1	6	.	.	.	.	.
Ditto	Frampton Cottrell	B.	.	.	.	.	.	13	.
The erection of a school, with master's house.	Martley	N.	2	.	.	.	.	.	.
The erection of a master's house	Measham	N.	2	and the Churchwardens.					
The erection of a school and residence.	Upchurch	N.	Vicar and Churchwardens.						.
For additional grant	Warblington and Emsworth.	N.	.	.	.	.	.	.	.
For additional aid to make a sewer.	Rotherhithe . . .	N.	.	.	.	.	.	.	.
For additional aid	Tavernspite . . .	N.	.	.	.	.	.	.	.
For additional aid to provide fixtures.	Catsfield	N.	.	.	.	.	.	.	.
For additional grant	Coggeshall . . .	N.	.	.	.	.	.	.	.
Ditto	Gornal, Upper .	N.	.	.	.	.		.	.
Providing fittings	Derby	N.	.	.	.	.	.	.	.
Repairing and altering schoolhouse.	Bratton Fleming	N.	.	.	.	.	.	.	.
Repairing school-room, plastering, and draining.	Beaworthy . . .	N.	.	.	.	.	.	.	.
The erection of school-houses, with master's and mistress's residences.	Nottingham, Trinity.	N.	2	and the Churchwardens of Trinity Church.					

Extent of		Population of District from which children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	570	. .	.	. .	.	101
. .	. .	5,419	1 for 40 boys, endowed by Lady Frances Winchcombe.	.	1 National school 1 Infant school. .	300 80	250
0 ft. frontage	Residue of site.	3,600	Blue-coat school, with master's salary 12*l.* per annum. 3 Dame Schools, 4*l.* to each.	12 boys	1 National school (Boys and girls.)	140	174
45 by 80 feet.	Residue of site.	3,000	. .	.	. .	.	408
. .	. .	.	. .	.	. .	.	147
. .	85 by 27 feet.	30,000	No other schools in the district connected with the Scottish Episcopal Church.			.	280
10 perches.	Residue of site.	5,383	. .	.	1 National school Coalpit heath school	160 50	278
of an acre.	¼ of an acre.	1,400	. .	.	. .	.	144
. .	. .	2,000	. .	.	. .	.	133
1 acre.	¼ of an acre.	750	. .	.	A Sunday school in each parish.	.	71
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .		.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
319 square yards.	732 superficial yards.	6,500	. .	.	. .	.	666

(*Continued on pages* 594, 595.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	
	£	£	£	£	£	£	£	£	£	
Oddington	Estimated cost, 133*l.*			.	.	.	.	.	.	
Thatcham	200	500	.	.	100 and extras.	.	.	8	.	
Blandford	Estimated cost, 370*l.*			.	.	.	.	.	.	
Pembroke Dale. .	Estimated cost, 500*l.*			.	.	.	.	.	.	
Blackley (Crab Lane.)	Estimated cost of cast-iron railing, 16*l.*				.	.	.	.	.	
Edinburgh, Old Town.	402	947	.	62 gable.	53	87 excavating.	.	42	.	1,
Frampton Cottrell	25	250	.	.	10	.	.	20	.	
Martley	.	400	.	.	.	.	500	.	52 Architect.	
Measham	.	.	.	.	20	.	220	.	.	
Upchurch	.	205 and master's house.	20	.	10	.	.	10	.	
Warblington and Emsworth.	.	.	.	.	.	.	.	.	.	
Rotherhithe . . .	.	.	.	.	.	.	.	.	.	
Tavernspite . . .	.	.	.	.	.	.	.	.	.	
Catsfield	Estimate cost, 61*l.* 2*s.*			.	.	.	.			
Coggleshall . . .	.	.	.	.	.	.	.	.	.	
Gornal, Upper . .	.	.	.	.	.	.	.	.	.	
Derby	.	.	.	.	.	.	.	.	.	
Bratton Fleming .	Estimate cost, 15*l.* 3*s.*			.		.	.			
Beaworthy . . .	Estimated cost, 5*l.* 9*s.* 2*d.*			.	.	.	.			
Nottingham . . .	400	1,800	[illegible]	.	.	.	.	30	.	2,

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
45	25 N. S.	.	.	55	38*l.* 14*s.*, uncollected last year.					.	33
630	15 B. and F. Society, for materials.	.	.	180	50	10	.	40	.	100	125
550	. .	.	.	.	.	Fees 1*d.* a-week.			.	.	130
300	. .	.	.	200	.	(Cannot yet be stated.)				.	200
.	. .	.	.	.	.	.	.	.	.	.	10
600	as applicable to school.		.	.	The subscriptions have hitherto amounted to 150*l.* per annum.					.	280
155	. .	.	.	150	Fees about 70*l.*					.	139
675	60 N. S.	.	.	217	Boys 70*l.*—Girls 25*l.*					95	190
140	25	.	.	100	10	17	.	30	.	57	60
163	. .	.	.	82	Fees and subscriptions expected to be sufficient.						54
.	. .	.	.	.	.	.	.	.	.	.	20
.	. .	.	.	.	.	.	.	.	.	.	12
.	. .	.	.	.	.	.	.	.	.	.	4*
42*l.* 10*s.*	. .	.	.	18*l.* 12*s.*	.	.	.	.	.	.	15
.	. .	.	.	.	.	.	.	.	.	.	25
.	. .	.	.	.	.	.	.	.	.	.	36
.	. .	.	.	.	.	.	.	.	.	.	12
	. .	.	.	.	.	.	.	.	.	.	10
	. .	.	.	.	.	.	.	.	.	.	5*l.* 9*s.* 2*d.*†
856	. .	.	.	Not stated.	30	30	.	110	.	170	603

* Which raises the grant to the maximum rate.

† Under the special circumstances, and Mr. Bellairs' recommendation.

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
For additional aid	Winshill	N.	.	.	.	.	.	.	.
For additional aid on account of defective ventilation.	Hanham	N.	.	.	.	.	.	.	.
For additional grant	Islington, St. Mary.	N.	.	.	.	.	.	.	.
The erection of school-house, with residence.	Portsea, St. John's	N.	.	3		.	.	.	.
Ditto	Redmarley, D'Abitot.	N.	3	.	.	.	.	.	.
Ditto	Jersey (St. Mark's)	N.	1 and 2 Churchwardens.						
Ditto	Rainham	N.	Vicar and Churchwardens.						
Ditto	Stanground . . .	N.	Vicar and Churchwarden.						
Ditto	Denbigh	N.	3	.	.	.	.	.	.
Ditto	Newburgh. . . .	S.	Eight, including the minister of Newburgh.						
Ditto	Downton	N.	Vicar and Churchwardens.						
The erection of a school-house .	Hilperton . . .	N.	Rector and Churchwardens.						
The erection of schools, with residences.	Peafield. . . .	B.	Fourteen.	.	.	.	.	.	

Extent of		Population of District from which children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
ite.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
50 feet.	. .	13,000	Vavasour's and Croft's Charities, 32*l.* per annum.	.	Seamen's and mariner's school Beneficial Society school. Orange-st. Independent school.	260 270 boys 170 girls 300	427
. .	¼ of an acre.	800	. .	.	One Dissenting school.	.	64
. .	. .	25,000	St. Heller's N. S. 20*l.* a-year.	280 boys 280 girls	1 Infant school . The Hospital schools, supported by the States.	120 60	231
ı acre.	Boys', 75 by 72 feet. Girls', 78 by 65 feet.	1,175	. .	.	National schools held in high-rented and inconvenient buildings. Several small dame schools.	. .	160
r 25 feet.	Residue of Site.	800	. .	.	1 Sunday school and 2 or 3 dame schools.	.	80
erches.	800 sq. yards,	5,000	Blue-coat school, now united with the National school.	.	A B. and F. school	300	392
ın acre.	One-eighth of an acre.	2,800	. .	.	No school in the district.	.	221
roods.	. .	2,000	A free school, endowed with 50*l.* a-year.	12 boys	1 B. and F. school, which will accommodate	400	216
. .	. .	1,350	. .	.	1 held in a cottage.	.	139
. .	. .	4,000 Lakenham.	. .	.	Lakenham Infant 1 in a cottage, (girls).	200 20	302

(*Continued on pages* 598, 599.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Winsbill.	.	.	.	.	.	.	.	.	.	.
Hanham.	.	.	.	.	.	.	.	.	.	.
Islington, St. Mary.	.	.	.	.	.	.	.	.	.	.
Portsea, St. John's	300	860 and fittings.	.	.	25	.	120	15	.	1,32
Redmarley, D'Abitot	.	230 and house.	.	.	5	.	.	.	.	23
Jersey (St. Mark's)	330	750	50	.	.	.	.	5	.	1,13
Rainham	.	550	.	.	50 and privies &c.	.	.	.	.	60
Stanground . . .	.	200 and house.	.	10 Outledges.	10	10 draining.	.	.	.	23
Denbigh	50	658	.	.	100 and architect, &c.	.	350	10	.	1,16
Newburgh	100	294	.	.	60	.	484	15	40 other expenses	99
Downton . . .	.	340	.	.	25	20 stoves.	160	15 sundries.	.	56
Hilperton	60	272	.	.	10	.	.	10	.	35
Peafield . . .	298 including 2 cottages and fence.	580	.	.	.	.	.	30	20 other expenses	92

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
.	. .	.	.	.	.	.	.	.	.	.	10
.	. .	.	.	.	.	.	.	.	.	.	15
.	. .	.	.	.	.	.	.	.	.	.	100
420	. .	.	.	900	50	30	.	20	.	100	427
182	40 N. S.	.	.	100	School fees 20*l*.			.	.	.	64*
862	100 N. S.	.	.	233	Fees (1*d*. a-week) and subscriptions will be sufficient.						200
325	80 N. S.	.	.	250	64	11	.	14	.	89	120
90	20 N. S.	.	.	120	Vicar guarantees an annual payment to schoolmistress.						65
500	150 N. S.	.	.	618	The school is expected to support itself.						300
620	. .	.	.	333	10	5	.	25	.	40	221
300	. .	.	.	410	25	8	4	.	.	.	162
					A legacy of 500*l*. will come to the school on the death of a person aged 50.						
190	. .	.	.	160	6	7	12	.	.	18	70
532	. .	.	.	396	80	.	.	35	.	115	230

* Former grant to be cancelled.

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house .	Alnwick	B.	.	.	.	.	.	6	.
Ditto	Knutton Heath .	N.	3	1	.	2 and 3 others.			
The erection of schools, with residences.	Devonport . . .	Royal Naval and Free Military School.	.	7	.	.	.	.	.
The erection of a school-house . .	Whitehaven, St. Nicholas.	N.	.	6	.	.	.	.	.
Ditto	Wombwell . . .	N.	2	.	.	.	.	.	.
The erection of a school-house, with residence.	Redhill, St. John Havant.	N.	2	.	.	.	.	.	.
The erection of a school, with master's house.	Elson	N.	2	and 2 Churchwardens.					
The erection of schools, with master's house.	High Crompton .	N.	1	and Churchwarden of Shaw.					
The erection of a school-house, with residence.	Rudbaxton . . .	N.	1	.	.	.	.	.	.
Ditto.	Bromley Common	N.	2	3	.	.	.	.	.
The erection of a school-house . .	Bishop Wearmouth	N.	.	.	1	1	.	.	.
The erection of a school and master's house.	Penselwood . . .	N.	2	1	and Churchwardens.				
Ditto.	Rushmere, St. Andrew's.	N.	3	.	.	.	.	.	.
The erection a school-house . .	Whitechapel, Cleckheaton.	N.	2	.	.	.	.	.	.
For additional grant	Thatcham	N.	.	.	.	.	.	.	.
Ditto.	Shuttleworth. . .	N.	.	.	.	.	.	.	.
The erection of a school-house	Preston-on-Wildmoor,	N.	1	and a Churchwarden.					.

Extent of		Population of District from which children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
sq. yards.	312 sq. yards.	7,000	None but the Borough school, which is confined to the children of freemen.		Duke and Duchess of Northumberland's day school. One infant school.	250 50	132
25 yards.	Residue of site.	1,500	. .	.	Two inferior dame schools.	.	252
by 90 feet.	20 by 40 feet, for girls only.	34,000	. .	.	One in Duke-st., One ditto (girls).	170 boys 80	531
superficial rds	54 by 30 feet.	4,690	. .	.	. .	.	284
by 15 yards	500 sq. yards.	900	Ellis's Charity, 5*l*.	.	One	25	178
by 44 feet.	. .	500	. .	.	. .	.	108
f an acre.	Boys', 60 feet square. Girls', 55 feet square.	1,000	. .	.	Several small dame schools.	.	150
0 yards.	Residue of site.	1,884	. .	.	Two dame schools, One cottage ditto .	60	284
f an acre.	Residue of site.	650	. .	.	One Dissenting Sunday school.	.	58
4½ rods.	Residue of site.	1,000	. .	.	Two Sunday schools One infant ditto. Two dame ditto.	.	204
y 52 feet.	600 yards.	17,000	. .	.	One National school.	300	200
y 19 feet.	. .	450	. .	.	One in a cottage.	70	69
½ yards.	9 rods.	600	. .	.	One held in the vestry.	55	105
sq. yards.	Residue of site.	940	. .	.	. .	.	140
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
sq. yards.	. .	440	. .	.	One Sunday school One dame ditto. .	.	45

(*Continued on pages* 602, 603.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Alnwick	80	440	.	51	.	.	.	30	.	601
Knutton Heath	.	420	80	.	40	10 drainage.	.	10 surveyor.	.	560
Devonport	300	1,230	.	.	.	.	.	70 and other expenses.	.	1,600
Whitehaven, St. Nicholas.	200	547 and fence.	.	.	.	.	.	8	.	755
Wombwell	37	300	38	.	50	.	.	12	.	429
Redhill, St. John Havant.	Estimated cost 200*l*.			.	.	.	.	.	.	220
Elson	.	212	62	.	160 outbuildings.	.	160		.	600
High Crompton	75	500 and fencing.	50	.	.	.	250	5	.	880
Rudbaxton	.	63	16	.	3	.	70	.	.	152
Bromley Common	given	610 and master's house.	40	.	.	50 drains, &c.	.	.	.	700
Bishop Wearmouth	.	300	.	.	15	.	.	16 architect.	.	331
Penselwood	given.	136	20	.	.	.	94	6	.	256
Rushmere, St. Andrew's.	.	185	.	.	15	.	75	5 labour.	.	280
Whitechapel, Cleckheaton.	20	350	40	.	25	.	.	10	.	445
Thatcham	.	.	.	.	.	.	.	.	.	.
Shuttleworth	.	.	.	.	.	.	.	.	.	.
Preston-on-Wildmoor.	.	183	.	.	18	.	.	5	.	206

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
30	. .	.	.	570	.	.	.	120	.	120	100
192	100 N. S.	.	.	.	Not stated, but the school will most probably be supported.						150
800	. .	.	.	800	The subscription and donations are expected to amount to from 100*l.* to 200*l.* per annum.						531*
400	130 N. S.	.	.	225	.	About 40*l.*		.	.	.	300
170	. .	.	.	259	8	3	.	30	.	51	134
133	. .	.	.	87	20	.	.	12	.	32	90
250	75 N. S.	.	.	350	17	.	.	20	.	.	150
220	160 N. S.	.	.	600	Fees 2*d.* to 4*d.* a-week.				.	.	284
40	30 N. S. (included).	.	.	110	12	5	.	13	.	30	58
463	60 N. S.	.	.	176	40	10	.	25	.	75	153
125	. .	.	.	205	Rector at present maintains the schools.						150
80	30 N. S.	.	.	120	Fees 1*d.* a-week.			.	.	.	69
75	. .	.	.	148	.	.	.	6	.	.	80
					The Diocesan Society make a grant of 2*l.* a-year.						
175	. .	.	.	270	5	5	.	20	.	30	105
.	. .	.	.	.	.	.	.	.	.	.	45
.	. .	.	.	.	.	.	.	.	.	.	24
25	25 N. S.	20 Diocesan Society.	.	102	10	5	.	15	.	30	25†

* Under the peculiar circumstances of these schools. † The first application was withdrawn, and this grant of 25*l.* is the amount of debt which now remains.

Object of Application.			Number of Trustees u several Heads.				
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.
For additional grant	Nafferton	N.	.	.	.	.	.
The erection of schools, with residences.	Farnley	N.	3	and three others			
The erection of a school and master's house.	Llanfairfechan . .	N.	4	3	.	.	.
The erection of a school and residence.	Egg Buckland . .	N.	Vicar and Churchwarde				
The erection of schools, with residences.	Dudley, St. Edmund.	N.	Minister and Churchwa				
The erection of schools, with residence.	Dudley, St. John.	N.	Minister and Churchwa				
The erection of a school, with master's house.	Little Dean . . .	N.	2	3	.	.	.
Ditto	Leintwardine . .	Endowed school.	Seven Trustees				.
For additional grant	Llanengan. . . .	N.	.	.	.	.	.
Ditto	Harborough, Wagna.	N.	.	.	.	.	.
The erection of a school-house. .	Coddington . . .	N.	Minister and Churchwar				
Repairing school-house	West Bromwich .	N.	.	.	.	.	.
For additional aid to enlarge building.	Portishead	N.	.	.	.	.	.
For additional grant	Thames Ditton. .	N.	.	.	.	.	.
Providing fittings and making repairs.	Newhall	N.	.	.	.	.	.
For additional grant	Sandon	N.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
ɛe.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
.	. .	.	. .	.	. .	.	.
yards.	600 superficial yards each school.	1,600	. .	.	None but those kept by private persons in cottages.	.	336
3 feet.	None required.	1,000	. .	.	One for 20 children to be merged in the present school.	.	180
yards.	Residue of site.	1,300	One of 100*l.* 3 per Cents., to go towards teacher's salary.	.	. .	.	177
.	450 sq. yds.	5,000	. .	.	Blue-coat school. Female school of industry. Bayliss's charity school. (Unitarian). A Roman Catholic school. St. Edmund's Sunday school. Infant school . .	. 90 70	450
yards.	1,250 sq. yards.	3,500	. .	.	One infant school The property of a private individual.	150	393
yards.	60 sq. feet.	1,100	4*l.* 4*s.* towards salary of master and 10*s.* for books.	.	10 Church Sunday school and three or four dame schools.	.	2
76 feet.	85 by 60 feet and 26½ by 23 feet, for infants.	1,653	The Leintwardine school endowment and the interest of 100*l.*	12	Only some dame schools.	.	250
.	. .	.	. .	.	. .	.	.
.	. .	.	. .	.	. .	.	.
6 feet.	. .	455	. .	.	One private school in a cottage.	.	105
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(*Continued on pages* 606, 607.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated
	£	£	£	£	£	£	£	£	£	£
Nafferton	.	.	.	.	.	.	.	.	.	.
Farnley	20	450	50	.	50	175 mistress's house.	175	.	.	1,100
Llanfairfechan . .	Estimated cost, 32*l.* 5*s.* 6*d.*			.	.	.	.	.	.	.
Egg Buckland . .	given.	336	.	.	.	.	152	10	.	[illegible]
Dudley, St. Edmund.	400	1200 and fence.	100	.	.	.	.	15	.	1,[illegible]
Dudley, St. John.	200 given.	950 houses and fences.	.	.	.	.	.	15	.	1,16[illegible]
Little Dean . . .	50	339	22	.	52	.	216	30 and books.	.	7[illegible]
Leintwardine. . .	.	743 building	50	.	.	.	.	88	.	[illegible]
Llanengan. . . .	.	.	.	.	.	.	.	.	.	.
Harborough, Wagna.	.	.	.	.	.	.	.	.	.	.
Coddington . . .	53	214	Fences, legal and other expenses, 40*l.*					.	.	2[illegible]
West Bromwich .	Estimated expense 44*l.*			.	.	.	.	.	.	.
Portishead	.	.	.	.	.	.	.	.	.	.
Thames Ditton. .	.	.	.	.	.	.	.	.	.	.
Newhall.	Estimated cost, 21*l.*			.	.	.	.	.	.	.
Sandon	.	.	.	.	.	.	.	.	.	.

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
.	. .	.	.	.	.	.	.	.	.	.	30
520	. .	.	.	600	25 and collections.	.	.	90	10 By rent of room.	125	336*
71	70 N. S.	.	.	267	8	.	.	39	and .	.	135
					60*l.* has been given towards endowment.						.
193	80 N. S.	.	.	215	32	35 sermon.	3	30	.	100	133
700	300 N. S.	.	.	1,015	25	25	.	65	.	125	450
337	220 N. S.	.	.	800 Annual subscriptions.				.	.	.	395
319	. .	.	.	391	10	5	2*l.* 14*s.*	3*d.* a week	.	.	150
500	100 N. S.	.	.	380	20	.	50	30	.	100	188
.	. .	.	.	.	.	.	.	.	.	.	38
.	. .	.	.	.	.	.	.	.	.	.	18
142	40 N. S.	.	.	100	10	.	.	40	.	50	53
.	. .	.	.	.	.	.	.	.	.	.	22
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* Cancel former grant.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
Additional grant for fittings, &c.	Newton-in-Mot-ram.	N.	.	.	.	.	.	.	.
For additional grant.	Elstead	N.	.	.	.	.	.	.	.
Ditto	Cumrew	N.	.	.	.	.	.	.	.
Additional aid for sewering, paving, &c.	Salford, St. Bartholomew.	N.	.		.	.	.	.	.
For additional grant	Sheinton	N.	.	.	.	.	.	.	.
For additional grant	Hulsh, North . .	N.	.	.	.	.	.	.	.
Ditto	Basford	N.	.	.	.	.	.	.	
Ditto	Martley	N.	.	.	.	.	.	.	
Ditto.	Rampisham . . .	N.	.	.	.	.	.	.	
The erection of a school, with master's house.	Launton	N.	.	.	.	.	.	.	
For additional grant	Heckington . . .	N.	.	.	.	.	.	.	
Liquidating a debt	Creetown	N.	School of Industry for girls only						
The erection of a school, with master's house.	Blackpits	N.	The previous grant of 160*l.* to be reduced to 120*l.*						
For additional grant	Llanelidan. . . .	N.	.	.	.	.	.	.	
Ditto.	Hanham	N.	.	.	.	.	.	.	
Ditto	Clenchwarton . .	N.	.	.	.	.	.	.	
Ditto	Wrawby	N.	.	.	.	.	.	.	
The erection of a school-house. .	Charlestown . . .	N.	.	.	.	.	.	.	
For additional grant	Denbigh	B.	.	.	.	.	.	.	
Ditto	Brierly Hill . . .	N.	.	.	.	.	.	.	
Ditto	Helsby	N.	.	.	.	.	.	.	
Ditto	Llandilotalybont .	N.	.	.	.	.	.	.	
The erection of a school-house. .	Llawbaden . . .	N.	Minister and Churchwardens.						
Ditto	Evesham and Bengworth . .	N.	Nine Gentlemen and Tradesmen						
The erection of a school, with master's house.	Redhill, St. John's.	N.	Incumbent and Churchwardens						
For additional grant to liquidate a debt	Brynerug	B. S.	.	.	.	.	.	.	.
The erection of a school, with residence.	Radford, New . .	N.	Minister and Churchwardens.						

Extent of		Population of District from which children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
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20 poles.	Residue of site.	905	. .	.	One in a cottage .	25	75
06 super. yds.	456 super. yds.	4,500	Deacle's Charity, Gardiner's Charity	.	National school. . Infant school . . .	240 200	320
. .	¼ of an acre.	1,400	. .	.	Temporary schools in two cottages.	.	321
. .	. .	.	. .	.	. .	.	.
10 by 50 feet.	. .	5,045	. .	.	None but small dame schools.	.	360

(*Continued on pages* 610, 611.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fitting.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Newton-in-Mot-ram.	Estimated cost, 54*l*.									
Elstead	.	.	.	.	.	.	.	.	.	.
Cumrew	.	.	.	.	.	.	.	.	.	.
Salford, St. Bar-tholomew.	.	.	.	.	.	.	.	.	.	.
Sheinton	.	.	.	.	.	.	.	.	.	.
Hulsh, North . .	.	.	.	.	.	.	.	.	.	.
Basford	.	.	.	.	.	.	.	.	.	.
Martley	.			.	.	.	.	.	.	.
Bampisham . . .	.	.	.	.	.	.	.	.	.	.
Launton	.	.	.	.	.	.	.	.	.	.
Heckington . . .	.	.	.	.	.	.	.	.	.	.
Creetown	.	.	.	.	.	.	.	.	.	.
Blackpits	.	.	.	.	.	.	.	.	.	.
Llanelidan . . .	.	.	.	.	.	.	.	.	.	.
Hanham	.	.	.	.	.	.	.	.	.	.
Clenchwarton . .	.	.	.	.	.	.	.	.	.	.
Wrawby	.	.	.	.	.	.	.	.	.	.
Charlestown . . .	.	.	.	.	.	.	.	.	.	.
Denbigh	.	.	.	.	.	.	.	.	.	.
Brierly Hill . . .	.	.	.	.	.	.	.	.	.	.
Helsby	.	.	.	.	.	.	.	.	.	.
Llandilotalybont .	.	.	.	.	.	.	.	.	.	.
Llawhaden . . .	Given.	70	.	.	4	.	.	4	.	78
Evesham and Bengworth.	Given.	515	.		15	20 Stoves, &c.	.	.	20 Archi-tect.	570
Redhill, St. John's.	.	Total cost, 1,644*l*.			.	.	.	.	.	.
Bryncrug	A sum of 10*l*. due to Treasurer on the building account.							.	.	.
Radford, New . .	.	950 and house.	The nature of the levels will require 50*l* or 100*l*. in addition.					.	.	.

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
.	. .	.	.	.	.	.	.	.	.	.	36
.	. .	.	.	.	.	.	.	.	.	.	17
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34	. .	.	.	44	Farmers' children will pay fees, and the subscriptions will supply any deficiency.						37*l.* 10*s.*
396	. .	.	.	174	50	.	.	60	.	110	160
.	Subscribed 694*l.*		.	350	Subscriptions inadequate.			1*d.* a-week.	.	.	200
.	. .	.	.	.	.	.	.	.	.	.	18
175	beside cost of land.		.	.	Not particularized.			.	.	.	230

* Without master's house, cancelling former grant. † The previous grant of 450*l.* to be cancelled.

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school with residence.	Leeds, St. Mary	N.	3	.	.	1	.	.	.
The erection of schools, with master's house.	Rushall	N.	Vicar and Churchwardens.						
The erection of a school and residence.	Moreton, Isle of Wight.	N.	2 and 2 Churchwardens.						
Ditto.	Rhosybol		.	.	.	.	11	3	.
Ditto.	Ashton, West . .	N.	1	2	.	.	.	.	.
Ditto.	Feering	N.	.	.	.	.	.	.	.
The erection of a school-house . .	Stinsford.	N.	Vicar and Churchwardens.						
The erection of a school and residence.	Grappenhall . . .	N.	Rector and Churchwardens.						
The erection of a school-house . .	Welborne	N.	3	.	.	.	.	.	.
The erection of a school and residence.	Llangeitho. . . .	N.	Rector and Churchwardens.						
The erection of a master's house	Sleights	N.	1 and 4 yeomen . . .						
The erection of a school-house .	Foxdale	N.	Vicar and wardens. . . .						
The erection of a master's residence.	Blackley, Crab-lane.	N.	.	.	.	.	.	.	.
The erection of a school and master's house.	Hampstead, Norris	N.	Ministers and Churchwardens.						
For additional aid to effect drainage, and lay down woolen floor.	Bradford, Wilts.	N.	.	.	.	.	.	.	.
The erection of schools, with residence.	Knightsbridge, St. Paul's.	N.	Perpetual Curate and Churchwardens.						
The erection of a school-house. .	Ash	N.	Minister and Chapelwardens.						

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
lite.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
]. yards.	60 or 70 square yards.	17,000	. .	.	St. Mary's, Boys . Girls . Mr. Payne's Sunday School (Dissenting)	220 220 400	101 . .
. .	Residue of site.	2,000	. . .	.	. .	. .	164
an acre.	None required.	900	. .	.	. .	.	111
an acre.	Boys', 24 by 20 yds.; Girls', 20 by 18 yds.	1,500	. .	.	. .	. .	203
an acre.	15 by 13 yds.	307	. .	.	. .	.	70
t square.	None required.	800	. .	.	None but a dame school.	.	120
erches.	Residue of site.	400	One of Dorchester for six boys.	.	A dame school, a day school, and a Sunday school, all supported by the Vicar.	. .	113
98 feet.	98 by 66 feet.	1,500	One of 10*l.* a-year.	.	The present school and an infant school of 200 children.	.	208
15 yards.	300 sq. yds.	224	. . .	.	A Sunday school of 50 children.	.	84
22 feet.	None required.	2,000	. . .	.	. .	.	82
. . .	. .	967	. . .	.	. . .	. .	90
30 yards.	None required	1,000	. .	.	Patrick Malew, Maroon, St. John's and St. Mark's.	. .	199
]. yards.	. .	900	. . .	.	. . .	.	147
ood 10 rches.	25 to 30 poles.	900	. .	.	Only dame's	.	90
. . .	. . .	. .	. .	.	. . .	.	.
.	. . .	6,000	. .	.	None in this district.	.	531
.	. .	540	. .	.	One dame school.	14	101

(*Continued on page* 614, 615.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Leeds, St. Mary .	.	299	.	.	.	.	.	15	.	314
Rushall	20	450	.	.	25	.	150	15	.	660
Moreton, Isle of Wight.	.	225	.	.	13	.	146	12	4	400
Rhosybol	.	165 and house.	.	.	20	.	.	6	.	191
Ashton, West . .	.	400	.	.	10	.	.	.	.	400
Feering	.	280	30	.	20	.	120	8	.	458
Stisted	.	Total estimated cost, 450*l*.				.	.	.	.	450
Grappenhall . .	150	360	.	.	78 and fittings.	.	100	20	.	640
Welborne	Given.	173	.	.	15	.	.	5	10	.
Llangeitho . . .	12	62	.	.	1	.	35	10	33	153
Sleights	.	.	.	.	.	.	130	.	.	130
Foxdale	.	210	.	.	18	.	.	1	.	229
Blackley, Crab-lane.	.	.	.	.	16	.	120	10	.	146
Hampstead, Norris	Total estimated cost, 400*l*.				.	.	.	.	.	.
Bradford, Wilts .	.	Estimate 62*l*.			.	.	.	.	.	.
Knightsbridge, St. Paul's.	.	No particulars given.			.	.	.	.	.	.
Ash	6	170	.	.	10	.	.	7	.	193

vate Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
87	80 N. S.	.	.	145	.	6	.	.	36	.*	101
35	125 N. S.	.		300	35	18	.	13	.	66	164
27	. .	.	.	170	10	10	.	20	.	40	84
50	. .	.	.	141	15	.	.	2*d.* a-week.	.	.	130
00	. .	.	.	200	The school-mistress's salary is guaranteed.						70
75	50 N. S.	50 Diocesan Society.	.	122	9	.	.	8	.	.	90
05	besides the site.		.	175	15	and children's fees.			.	.	85
90	and site.	.	.	350	26	.	10	20	.	56	156
30	. .	.	.	.	15	3	.	12	.	30	42
28	12 site.	.	.	113	Uncertain.		.	.	.	.	82†
70	. .	.	.	80	3*l.* 8*s.*	.	37	29	2*l.* 2*s.* Rent of garden.	.	37
00	With cartage and labour.			110	The proprietors of the Foxdale mines allow the Bishop to draw 100*l.* a-year towards educating the children of their labourers.						100
60	20 N. S.	.	.	66	.	.	.	25	.		30
84	45 N. S.	.	.	100	Not particularized.			.	.	.	68
35	. .	.	.	27	.	.	.	.	.	.	27
00	N. S.	.	.	1,200 or 1,300	200	100	.	50	.	350	400
97	. .	.	.	80	5	2	.	17	.	24	50

* The deficiency will be supplied by the minister.
† On condition, wooden floor and ventilation are carried out.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house	Turnditch . . .	N.	Minister and Churchwardens.						
The erection of a school and residence.	Walsden	N.	3	.	.	.	.	.	.
Ditto	Burwash . . .	N.	Rector and Churchwardens.						
Ditto	Ulceby	N.	Vicar, Churchwardens, and Overseers.						
The erection of school-rooms only.	St. Alban's . . .	N.	Twelve.			.	.	.	.
The erection of school-houses . .	Nottingham, St. Paul's.	N.	2	.	.	.	.	.	.
The erection of a school-house . .	Scotforth	N.	1	.	.	.	1	.	.
Ditto	Morpeth	N.	.	.	The Rector.			.	.
The erection of two residences, and a class room.	Cleckheaton . . .	N.	2	.	.	1	.	.	.
The erection of a school-room, and class room.	Uxbridge Moor, St. John's.	N.	The National Society.						.
The erection of a school-house .	Walsham, North .	N.	.	.	.	The Vicar.		.	.
The erection of a school and master's house.	Leek Onhead . .	S.	Minister and Kirk Session.						

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	1,400	. . .	.	Dame schools One Independent	.	111
. .	745 yards . .	4,000	. . .	.	Two private schools.	150	250
2 roods 17 poles.	½ of an acre.	2,150	From a small farm in Wadhurst belonging to trustees of Burwash school, £13 12*s* Money in the Funds, arising from sale of timber, producing yearly £11 18*s*.	.	One private school.	.	286
20 perches.	. .	850 Ulcoby. 527 Wotten.	Property invested, producing annually £12 10*s*.	.	. .	.	232
48 by 43 feet.	. .	2,856	. . .	.	Blue-coat school, Abbey Sunday-school. Several Sunday, and one Infant day-school.	33 boys	258
466 sq. yards.	38 by 36 feet.	8,000	. . .	.	One Boys' school.	300	366
50 by 40 feet.	Two, 30 by 20 feet each.	648	A small school, endowed with 4*l*. per annum, and a cottage for the master.	.	. .	.	101
209 by 86 feet.	Boys', 81 by 52 feet. Girls', 69 by 45 feet.	5,000	Edward VI.'s Grammar School.	.	One girls' school. One infant school, both British schools.	150 150	374
. .	. .	4,000	. . .	.	One Independent. One Wesleyan.	300 180	256 class room 95
1 rood, 24 perches.	90 by 60 feet.	1,100	. . .	.	. .	.	125
. .	. .	2,700	1 of 4*l*. 15*s*. for catechising poor children in the parish church.	.	Two Dissenters' Sunday schools.	.	374
¼ an acre.	None required.	560	None but Master's stint or salary.	.	. .	.	82

(*Continuetd on pages* 618, 619.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Turnditch	Given.	270	.	.	.	.	.	5	10	[illegible]
Walsden	Given.	423	25	.	11	.	207	10	.	676
Burwash	100	400	60	.	.	.	140	.	.	700
Ulceby	Nil.	177	.	.	.	.	174	.	.	.
St. Alban's . . .	90	258	34	.	.	.	.	.	.	38
Nottingham, St. Paul's.	500	1,230	.	.	.	.	.	.	.	1,73
Scotforth	,	200	.	.	.	.	.	12	.	21
Morpeth	530	600	.	.	.	.	.	20	.	1,17
Cleckheaton . .	133	450 Houses and class-room.	.	.	10	.	.	11	46 Extra.	65
Uxbridge Moor, St. John's.	26 given.	394	50	.	.	.	.	25 archi-tect.	.	49
Walsham, North .	.	Total estimated cost 666*l*.				.	.	.	.	.
Lochdonhead . .	Gratis.	170 and house.	.	.	10	.	.	10	.	1

vate Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
11	. .	.	.	174	15	15	.	30	.	60	75
15	N. S.	.	.	560	5	12	.	Uncertain	.	.	188
00	60 Chichester Diocesan Board	.	.	290	5	.	5*l.*10*s*	.	5 Needlework	.	218
.	The parishioners in vestry have appropriated 200*l.* towards the erection of the school.			Not stated.	6	5	12*l.*10*s*	20	.	43	116
46	. .	.	.	136	12	18	.	37	.	67	79
50	. .	.	.	700	.	.	.	50	.	.	275
85	45 N. S.	.	.	65	20	.	4	10	.	34	50
60	. .	.	.	200	40	10	.	.	.	50	200
60	170 N. S.	.	.	500	8	13	.	65	.	.	151*
75	45 N. S.	26 Site.	.	249	11	14	.	12	.	37	94
55	. .	.	.	411	.	50	.	40	.	.	187
63	. .	.	.	127	.	.	17 master's salary.	20	.	37	82

* This is the maximum rate.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of school-rooms . .	St. Feock, Truro .	N.	2	.	.	.	.	.	.
Ditto	Devoran, St. Feock.	N.	Vicar and Churchwardens.						
The erection of a school and residence.	Stickford	N.	Minister and Churchwardens.						
The erection of school-rooms and residence.	Ticehurst	N.	Minister and Churchwardens.						
The erection of a school-house . .	Wakefield, Holy Trinity.	N.	1	4	.	.	.	.	.
The erection of schools and master's house.	Cheriton	N.	Rector and Churchwardens.						
The erection of a master's residence and class-room.	Cowes, West . . .	B.	2	.	.	.	.	15	.
The erection of a school and master's house.	Eastoft	N.	3	.	.	.	.	.	.
For additional aid	Shoreswood . . .	N.	.	.	.	.	.	.	.
The erection of a school-house . .	Birkenhead, St. Anne's.	N.	Minister and Churchwardens.						
The erection of a school and master's house.	Heydon and Little Chishill.	N.	The Rectors of Heydon and Little Chishill.						
Ditto.	Harmondsworth .	N.	1	3	.	.	.	.	.
The erection of a school-house . .	St. Helen's, Cowley's Charity.	B.	Eight.		.	.	.	.	.

Extent of		Population of District from which children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
te.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
rches.	20 perches.	1,000	. .	.	A dilapidated school-house, a mile and a half from the church.	.	110
oles.	25 poles.	800	. .	.	. .	.	110
erficial	. .	625	15*l.* a-year appropriated by the parishioners towards the support of the master and mistress.	.	A Church school in a mud cottage, to be merged in the new school.	100	93
re.	Residue of site.	2,600	£6 11*s.* 9*d.* dividend from a legacy.	.	An infant school at Stonegate.	.	350
.	. .	2,000	. .	.	One Dissenting school will hold 400 or 500.	.	300
acre.	. .	940	. .	.	A dame school, and a common day school.	.	166
.	. .	4,000	. .	.	One National school.	200	212
acre.	¼ of a rood.	420	. .	.	. .	.	90
.	. .	.	. .	.	. .	.	.
yards.	380 sq. yards.	800	. .	.	. .	.	524
n acre.	Residue of site.	420	4*l.* 13*s.* 8*d.* from stock in South Sea Annuities.	.	A small house, ill adapted for the purpose.	.	100
0 feet.	None required.	1,500	. .	.	Two or three dame schools.	.	150
rches.	80 by 54 feet.	5,500	Roman Catholic school, 24*l.* yearly. A Church of England school, 25*l.* Cowley's Charity, 130*l.*	.	Two dame schools Roman Catholic . Church school . . Brook-st. Infant . St. Mary's ditto . And several private schools.	80 100 120 120 200	239

(*Continued on pages* 622, 623.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated
	£	£	£	£	£	£	£	£	£	£
St. Feock, Truro .	19	250	20	.	10	.	.	6	5 architect.	3
Devoran, St. Feock.	10	250	20	.	20	.	.	5	5 architect.	3
Stickford	Given.	110 and fittings.	.	.	16	.	130	.	.	2
Ticehurst	200	692	77 Gates, &c., 20*l.*	.	58 wall and fence.	35 materials given.	360	15	30 architect.	1,4
Wakefield, Holy Trinity.	100	600	.	.	.	.	.	.	.	7
Cheriton	Given.	386	.	.	.	.	215	.	100	7
Cowes, West . .	.	.	.	.	20	.	130 with class-room.	.	10	1
Eastoft	20 given.	160	.	.	5	10 carting.	140	5	15	3
Shoreswood . . .	.	.	.	.	.	.	.	.	.	.
Birkenhead, St. Anne's.	800	1,200	150	.	.	.	.	10	.	2,1
Heydon and Little Chishill.	Given.	230	.	.	10	.	125	7	.	3
Harmondsworth	.	400 and house.	.	.	.	.	.	.	.	4
St. Helen's, Cowley's Charity.	.	390	50	.	50	.	.	30 and architect.	.	5

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
180	40 N. S.	.	.	90	55	and a house for master and mistress rent-free.					65
165	50 N. S.	.	.	95	19	.	.	10	.	29	65
103	30 N. S.	.	.	121	.	.	15	25	10 from the office of parish clerk.	50	70
902	80 Chichester Board.	.	.	506	70	.	6*l.* 11*s* 9*d.*	20	.	97	263
300	N. S.	.	.	400	.	20	.	100	.	125	225
340	. .	.	.	360	80	.	.	1*d.* a-week each child.		.	125
50	. .	.	.	110	25	20	.	1*d.* a-week.	15	.	55
190	Including site.	.	.	165	38	.	.	10	.	48	68
.	. .	.	.	.	.	.	.	.	.	.	40
200	N. S.	Mr. Potter bears the whole expense, with the exception of the grants from the Committee of Council and National Society.			Not stated.		.	.	.	.	393
223	Including site.	.	.	188	10	.	4*l.* 17*s.* 8*d.*	12	.	27	75
280	. .	.	.	160	Cannot be given. Fees 1*d.* a-week.						75
.	Accumulated surplus, 120*l.* Arrears of rent, 120*l.*			280	The trustees have a balance of 70*l.*, and there will be the children's fees.						150

Object of Application.			Number of Trustees under several Heads.							
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.	
The erection of a school-house	Upper Chelsea, Trinity District.	N.	Rector and Churchwardens.							
The erection of a school and master's house.	Corsley	N.	Minister and Churchwardens.							
The erection of a school-house	Broadwinsor	N.	1	1	.	.	.	.	.	
Ditto	Bremhill	N.	Vicar and Churchwardens.							
The erection of school-houses and masters' residences.	Huddersfield, St. Paul's.	N.	3	.	.	.	.	.	.	
The erection of a master's house	Attercliffe	N.	Minister and Churchwardens.							
The erection of a school-house	Ditto	N.	3	4	.	.	.	.	.	
Erecting an addition to existing school.	Auckland, St. Helen's.	N.	Minister, Churchwardens and three Farmers.							
The erection of a school and residence.	Woodham Ferrers	N.	2	.	.	.	.	.	.	
Ditto	Knowle Hill, Maidenhead.	N.	Minister and Churchwardens.							
Ditto	Kirkdale	S.	1	and 6 inhabitants.						.
Ditto	Leamington Priors	N.	Vicar and Churchwardens.							
Ditto	Worcester, St. John's Bedwardine.	Endowed school.	Vicar and Churchwardens.							
For additional grant	Newport, Isle of Wight.	B.	.	.	.	.	.	.	.	
Ditto	Lynn	B.	.	.	.	.	.	.	.	
The erection of a school and residence.	Ambleeote	N.	2	.	.	.	.	.	.	
The erection of a school-house	Sudbury	B.	18, principally tradesmen.							

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in chool, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
y 40 feet.	. .	7,500	. .	.	Infant school. . . National schools .	200 280	141
f an acre.	Residue of site.	1,660	. .	.	A few dame schools only.	.	150
by 60 feet.	70 square feet.	1,200	. .	.	. .	.	120
) super. ft.	. .	1,300	Lady Lansdowne's school at Foxham.	150	The Vicar's dame school.	40	150
y 42 feet.	45 by 23 feet.	7,000	. .	.	St. Paul's Sunday British and Foreign school. Wesleyan Sunday Other Sunday schools.	110 200 400 600	599
. .	. .	3,000	16*l.* 12*s.* 6*d.*	.	. .	.	220
sq. yards.	Very little.	3,000	(See preceding case).	.	National school .	250 boys	159
. .	Two, 150 sq. yards each.	3,300	23*l.*	.	None beside the present school.	100	173
f an acre.	¼ of an acre.	900	. .	.	One for Dissenters.	.	106
f an acre.	¼ of an acre.	750	. .	.	A few dame schools.	.	110
. .	. .	300	. .	.	. .	.	35
sq. yards.	50 by 20 feet.	12,000	. .	.	One National school.	.	719
sq. yards.	Infants', 523 sq. feet. Girls', 2,119 sq. feet.	3,000	35*l.* yearly for 12 boys and 12 girls.	.	The endowed school, and an infant school.	.	158
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
0 yards.	290 sq. yards.	3,500	. .	.	A National school	300	206
. .	Two, 470 sq. yards each.	8,000	. .	.	National schools . One Infant school. And several dames'.	300 100	582

(*Continued on pages* 626, 627.

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Upper Chelsea, Trinity District.	Total estimated cost, 500*l.*				.	.	.	.	.	.
Corsley	Given.	312	35	.	5	.	173	5	.	530
Broadwinsor . . .	Free.	144	.	.	.	.	.	10	2	156
Bremhill	.	200	.	.	.	.	.	.	.	.
Huddersfield, St. Paul's.	200 given.	717	150	.	25	.	160	.	.	1,252
Attercliffe	Estimated cost, 175*l.*			.	.	.	.	.	.	.
Ditto	Estimated cost, 270*l.*			.	.	.	.	.	.	.
Auckland, St. Helen's.	.	340	20	.	.	.	.	5	.	365
Woodham Ferrers	50	152	.	.	.	.	92	.	.	294
Knowle Hill, Maidenhead.	.	420	.	.	.	.	264	.	66	750
Kirkdale	.	50	8	.	3	.	70	2	.	133
Leamington Priors	273	835	.	.	.	.	.	.	.	.
Worcester, St. John's Bedwardine.	145	323	40	.	20	.	130	10	25 architect.	693
Newport, Isle of Wight.	.	.	.	.	.	.	.	.	.	.
Lynn	.	.	.	.	.	.	.	.	.	.
Amblecote . . .	66	200	.	.	50	.	150	.	30	496
Sudbury	100	528	123 extra expenses	.	67	.	249 sundries.	10	.	1,057

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
ite.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	1,400	. .	.	Dame schools One Independent	.	111
. .	745 yards . .	4,000	. .	.	Two private schools.	150	250
ods 17 s.	½ of an acre.	2,150	From a small farm in Wadhurst belonging to trustees of Burwash school, £13 12s Money in the Funds, arising from sale of timber, producing yearly £11 18s.	.	One private school.	.	286
rches.	. .	850 Ulceby. 527 Wotten.	Property invested, producing annually £12 10s.	.	. .	.	232
43 feet.	. .	2,856	. .	.	Blue-coat school, Abbey Sunday-school. Several Sunday, and one infant day-school.	35 boys	258
½ yards.	38 by 36 feet.	8,000	. . .	.	One Boys' school.	300	366
40 feet.	Two, 30 by 20 feet each.	643	A small school, endowed with 4*l.* per annum, and a cottage for the master.	.	. .	.	101
86 feet.	Boys', 81 by 52 feet. Girls', 69 by 45 feet.	5,000	Edward VI.'s Grammar School.	.	One girls' school. One infant school, both British schools.	150 150	374
.	. .	4,000	. .	.	One Independent. One Wesleyan.	300 180	256 class room 95
od, 2½ ches.	90 by 60 feet.	1,100	. . .	.	. .	.	125
. .	. .	2,700	1 of 4*l.* 15*s.* for catechising poor children in the parish church.	.	Two Dissenters' Sunday schools.	.	374
acre.	None required.	560	None but Master's stint or salary.	.	. .	.	82

(*Continuetd on pages* 618, 619.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Turnditch	Given.	270	.	.	.	.	.	5	10	285
Walsden	Given.	423	25	.	11	.	207	10	.	676
Burwash	100	400	60	.	.	.	140	.	.	700
Ulceby	Nil.	177	.	.	.	.	174	.	.	.
St. Alban's . . .	90	258	34	.	.	.	.	.	.	383
Nottingham, St. Paul's.	500	1,230	.	.	.	.	.	.	.	1,730
Scotforth	.	200	.	.	.	.	.	12	.	212
Morpeth	550	600	.	.	.	.	.	20	.	1,170
Cleckheaton . .	133	450 Houses and class-room.	.	.	10	.	.	11	46 Extra.	650
Uxbridge Moor, St. John's.	26 given.	394	50	.	.	.	.	25 archi-tect.	.	495
Walsham, North .	.	Total estimated cost 666*l*.				.	.	.	.	.
Lochdonhead . .	Gratis.	170 and house.	.	.	10	.	.	10	.	190

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
111	. .	.	.	174	15	15	.	30	.	60	75
115	N. S.	.	.	560	5	12	.	Uncertain	.	.	188
400	60 Chichester Diocesan Board	.	.	290	5	.	5*l*.10*s*	.	5 Needlework	.	218
.	The parishioners in vestry have appropriated 200*l*. towards the erection of the school.			Not stated.	6	5	12*l*.10*s*	20	.	43	116
246	. .	.	.	136	12	18	.	37	.	67	79
750	. .	.	.	700	.	.	.	50	.	.	275
85	45 N. S.	.	.	65	20	.	4	10	.	34	50
660	. .	.	.	200	40	10	.	.	.	50	200
60	170 N. S.	.	.	500	8	13	.	65	.	.	151*
175	45 N. S.	26 Site.	.	249	11	14	.	12	.	37	94
253	. .	.	.	411	.	50	.	40	.	.	187
63	. .	.	.	127	.	.	17 master's salary.	20	.	37	82

* This is the maximum rate.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of school-rooms . .	St. Feock, Truro .	N.	2	.	.	.	.	.	.
Ditto	Devoran, St. Feock.	N.	Vicar and Churchwardens.						
The erection of a school and residence.	Stickford	N.	Minister and Churchwardens.						
The erection of school-rooms and residence.	Ticehurst	N.	Minister and Churchwardens.						
The erection of a school-house . .	Wakefield, Holy Trinity.	N.	1	4	.	.	.	.	.
The erection of schools and master's house.	Cheriton	N.	Rector and Churchwardens.						
The erection of a master's residence and class-room.	Cowes, West . . .	B.	2	.	.	.	.	15	.
The erection of a school and master's house.	Eastoft	N.	3	.	.	.	.	.	.
For additional aid	Shoreswood . . .	N.	.	.	.	.	.	.	.
The erection of a school-house . .	Birkenhead, St. Anne's.	N.	Minister and Churchwardens.						
The erection of a school and master's house.	Heydon and Little Chishill.	N.	The Rectors of Heydon and Little Chishill.						
Ditto.	Harmondsworth .	N.	1	3	.	.	.	.	.
The erection of a school-house . .	St. Helen's, Cowley's Charity.	B.	Eight.		.	.	.	.	.

Extent of		Population of District from which children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
te.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
rches.	20 perches.	1,000	. .	.	A dilapidated school-house, a mile and a half from the church.	.	110
oles.	25 poles.	800	. .	.	. .	.	110
perficial .	. .	625	15*l.* a-year appropriated by the parishioners towards the support of the master and mistress.	.	A Church school in a mud cottage, to be merged in the new school.	100	93
cre.	Residue of site.	2,600	£6 11*s.* 9*d.* dividend from a legacy.	.	An infant school at Stonegate.	.	350
.	. .	2,000	. .	.	One Dissenting school will hold 400 or 500.	.	300
a acre.	. .	940	. .	.	A dame school, and a common day school.	.	166
.	. .	4,000	. .	.	One National school.	200	212
acre.	½ of a rood.	420	. .	.	. .	.	90
.	. .	.	. .	.	. .	.	.
yards.	380 sq. yards.	800	. .	.	. .	.	524
n acre.	Residue of site.	420	4*l.* 13*s.* 8*d.* from stock in South Sea Annuities.	.	A small house, ill adapted for the purpose.	.	100
50 feet.	None required.	1,500	. .	.	Two or three dame schools.	.	150
rches.	80 by 54 feet.	5,500	Roman Catholic school, 24*l.* yearly. A Church of England school, 25*l.* Cowley's Charity, 13*0l.*	.	Two dame schools Roman Catholic . Church school . . Brook-st. Infant . St. Mary's ditto . And several private schools.	80 100 120 120 200	239

(*Continued on pages* 622, 623.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
St. Feock, Truro .	19	250	20	.	10	.	.	6	5 architect.	310
Devoran, St. Feock.	10	250	20	.	20	.	.	5	5 architect.	310
Stickford	Given.	110 and fittings.	.	.	16	.	130	.	.	256
Ticehurst	200	692	77 Gates, &c., 20*l.*	.	58 wall and fence.	35 materials given.	360	15	30 architect.	1,487
Wakefield, Holy Trinity.	100	600	.	.	.	.	.	.	.	700
Chariton	Given.	386	.	.	.	.	215	.	100	701
Cowes, West . .	.	.	.	.	20	.	130 with class-room.	.	10	160
Eastoft	20 given.	160	.	.	5	10 carting.	140	5	15	355
Shoreswood . . .	.	.	.	.	.	.	.	.	.	.
Birkenhead, St. Anne's.	800	1,200	150	.	.	.	.	10	.	2,160
Heydon and Little Chishill.	Given.	230	.	.	10	.	125	7	.	372
Harmondsworth	.	400 and house.	.	.	.	.	.	.	.	400
St. Helen's, Cowley's Charity.	.	390	50	.	50	.	.	30 and architect.	.	520

rivate rarties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees	Other Sources.	Total.	
)0	£ 40 N. S.	£ .	£ .	£ 90	£ 55	£	£	£	£	£	£ 65
					and a house for master and mistress rent-free.						
5	50 N. S.	.	.	95	19	.	.	10	.	29	65
)5	30 N. S.	.	.	121	.	.	15	25	10 from the office of parish clerk.	50	70
2	80 Chichester Board.	.	-	506	70	.	6*l.* 11*s* 9*d.*	20	.	97	263
)0	N. S.	.	.	400	.	20	.	100	.	125	225
10	. .	.	.	360	80	.	.	1*d.* a-week each child.		.	125
50	. .	.	.	110	25	20	.	1*d.* a-week.	15	.	55
)0	including site.	.	.	163	38	.	.	10	.	48	68
	. .	.	.	.	.	.	.	.	.	.	40
)0	N. S.	Mr. Potter bears the whole expense, with the exception of the grants from the Committee of Council and National Society.			Not stated.		.	.	.	.	393
23	Including site.	.	.	188	10	.	4*l.* 17*s.* 8*d.*	12	.	27	75
30	. .	.	.	160	Cannot be given. Fees 1*d.* a-week.						75
	Accumulated surplus, 120*l.* Arrears of rent, 120*l.*			280	The trustees have a balance of 70*l.*, and there will be the children's fees.						150

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house .	Upper Chelsea, Trinity District.	N.	Rector and Churchwardens.						
The erection of a school and master's house.	Corsley	N.	Minister and Churchwardens.						
The erection of a school-house . .	Broadwinsor . . .	N.	1	1	.	.	.	.	.
Ditto.	Bremhill	N.	Vicar and Churchwardens.						
The erection of school-houses and masters' residences.	Huddersfield, St. Paul's.	N.	3	.	.	.	.	.	.
The erection of a master's house .	Attercliffe. . . .	N.	Minister and Churchwardens.						
The erection of a school-house. .	Ditto.	N.	3	4	.	.	.	.	.
Erecting an addition to existing school.	Auckland, St. Helen's.	N.	Minister, Churchwardens and three Farmers.						
The erection of a school and residence.	Woodham Ferrers	N.	2	.	.	.	.	.	.
Ditto.	Knowle Hill, Maidenhead.	N.	Minister and Churchwardens.						
Ditto.	Kirkdale	S.	1	and 6 inhabitants.					.
Ditto.	Leamington Priors	N.	Vicar and Churchwardens.						
Ditto	Worcester, St. John's Bedwardine.	Endowed school.	Vicar and Churchwardens.						
For additional grant	Newport, Isle of Wight.	B.	.	.	.	.	.	.	.
Ditto.	Lynn.	B.	.	.	.	.	.	.	.
The erection of a school and residence.	Amblecote . . .	N.	2	.	.	.	.	.	.
The erection of a school-house. .	Sudbury. . . .	B.	18, principally tradesmen.						

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in chool, at six square feet each.
lite.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
40 feet.	. .	7,500	. .	.	Infant school. . . National schools .	200 280	141
an acre.	Residue of site.	1,660	. .	.	A few dame schools only.	.	150
60 feet.	70 square feet.	1,200	. .	.	. .	.	120
uper. ft.	. .	1,300	Lady Lansdowne's school at Foxham.	150	The Vicar's dame school.	40	150
42 feet.	45 by 23 feet.	7,000	. .	.	St. Paul's Sunday British and Foreign school. Wesleyan Sunday Other Sunday schools.	110 200 400 600	599
. .	. .	3,000	16*l.* 12*s.* 6*d.*	.	. .	.	220
½. yards.	Very little.	3,000	(See preceding case).	.	National school .	250 boys	159
. .	Two, 150 sq. yards each.	3,300	23*l.*	.	None beside the present school.	100	173
an acre.	¼ of an acre.	900	. .	.	One for Dissenters.	.	106
an acre.	¼ of an acre.	750	. . .	.	A few dame schools.	.	110
. .	. .	300	. .	.	. .	.	35
½. yards.	50 by 20 feet.	12,000	. .	.	One National school.	.	719
½. yards.	Infants', 523 sq. feet. Girls', 2,119 sq. feet.	3,000	35*l.* yearly for 12 boys and 12 girls.	.	The endowed school, and an infant school.	.	158
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
yards.	290 sq. yards.	3,500	. .	.	A National school	300	206
. .	Two, 470 sq. yards each.	8,000	. .	.	National schools . One infant school. And several dames'.	300 100	592

(*Continued on pages* 626, 627.

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Upper Chelsea, Trinity District.	Total estimated cost, 500*l*.				.	.	.	.	.	.
Corsley	Given.	312	35	.	5	.	173	5	.	530
Broadwinsor . . .	Free.	144	.	.	.	.	.	10	2	156
Bremhill	.	200	.	.	.	.	.	.	.	.
Huddersfield, St. Paul's.	200 given.	717	150	.	25	.	160	.	.	1,252
Attercliffe	Estimated cost, 175*l*.			.	.	.	.	.	.	.
Ditto	Estimated cost, 270*l*.			.	.	.	.	.	.	.
Auckland, St. Helen's.	.	340	20	.	.	.	.	5	.	365
Woodham Ferrers	50	152	.	.	.	.	92	.	.	294
Knowle Hill, Maidenhead.	.	420	.	.	.	.	264	.	66	750
Kirkdale	.	50	6	.	3	.	70	2	.	133
Leamington Priors	273	835	.	.	.	.	.	.	.	.
Worcester, St. John's Bedwardine.	145	323	40	.	20	.	130	10	25 architect.	693
Newport, Isle of Wight.	.	.	.	.	.	.	.	.	.	.
Lynn	.	.	.	.	.	.	.	.	.	.
Amblecote . . .	66	200	.	.	50	.	150	.	30	496
Sudbury	100	528	123 extra expenses	.	67	.	249 sundries.	10	.	1,057

Amount subscribed by Private Parties.	Amount Contributed by any Society, or Societies, naming them.	Amount derived from Sale of old Schoolhouse, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
350	. .	.	.	120	See printed Report.				.	.	70
260	75 N. S.	.	.	195	25	7	.	20	.	52	113
80	. .	.	.	76	9	3	.	9	.	21	60
50	from Lord Lansdowne.		.	.	Not stated.			.	.	.	75
400	1	200 site.		700	30	30	.	.	.	.	450
40	. .	.	.	.	.	10*l.* 10*s.*	16*l.* 12*s.*6*d.*	30	.	57	45
67	. .	.	.	203	The school will be permanently supported.						100
75	60 N. S.	.	.	230	10	.	23	25	.	58	110
95	. .	50 site.	.	99	Not particularized.				.	.	53
500 from Incumbent.	50 N. S.	.	.	200	School will be supported.					.	110
60	. .	.	.	98	.	.	.	16	.	16	53
460	N. S.	.	.	600	Not stated.			.	.		360
470	. .	.	.	223	35*l.* from endowment, a parochial fund, and the children's pence.						158
.	. .	.	.	.	.	.	.	.	.	.	100
.	. .	.	.	.	.	.	.	.	.	.	200*
170	N. S.	.	.	330	The expense will be borne out of the fund for National schools in the district.						156
450	. .	.	.	607	60	10	.	100	10 children's work.	180	400

* Upon condition that the whole debt is paid off, and that no liability whatever is left upon the building.

Object of Application.			Number of Trustees under several Heads.							
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.	
The erection of schools and residence.	Fleetwood	N.	Minister and Churchwardens.							
Ditto.	Platt, St. Mary's.	N.	3	.	.	.	.	.	.	
The erection of a school and residence.	Dervaig	S.	Minister and Kirk Session of the parish.							
The erection of a school-house . .	Dengie	N.	.	The Rector.				.	.	
Ditto	Rillington	N.	Minister and Churchwardens.							
The erection of a school-house, and repairing a cottage, given as a residence.	Lower Hardres . .	N.	Minister and Churchwardens.							
The erection of a school and residence.	Huddersfield, (Lower houses).	N.	Vicar of Almondbury							
The erection of school-houses and residence.	Stockton-on-Tees .	N.	Vicar, Churchwardens, and trustees of the Blue-coat school.							
The erection of a school-house and residence.	Stapleton	N.	Minister and Churchwardens							
Ditto.	Sherfield, English	N.	1	2	.	.	.	.	.	
Ditto	Silverton	N.	.	The Rector.				.	.	
Ditto.	Malver, Link . .	N.	3	.	.	.	.	.	.	
The erection of a school-house . .	Waddesdon . . .	B.	Eleven tradesmen and farmers.							
The erection of a school and residence.	Waterloo, Pudsey.	B.	.	.	.	12	.	.	.	
Ditto.	Wilstead, or Wilshampstead.	N.	2	1	.	.	.	.	.	

Extent of		Population of District from which children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
¼ of an acre.	Boys', 1,000 yards. Girls', 920 yards.	3,000	. .	.	. .	.	245
10 sq. roods.	4 roods.	1,000	. .	.	A dissenting school and dame schools.	.	150
1 acre.	¼ an acre.	600	. .	.	A branch of the parochial school.	70	120
¼ of an acre.	70 by 60 feet.	270	. .	.	. .	.	56
1 rood.	Residue of site.	900	. .	.	. .	.	116
. .	. .	260	. .	.	. .	.	51
438 superficial yards.	328 superficial yards.	Not given.	The Grammar school for 14 boys.	.	. .	.	100
900 sq. yards.	Residue of site.	4,000	The Blue-coat school.	350	A small Roman Catholic school. One infant school.	100	300
1 rood 29 poles.	. .	3,250	A free school for 30 children.	.	No other.	.	170
20 roods.	. .	530	. .	.	One in a miserable cottage, conducted by the rector.	.	60
¼ of an acre.	Residue of site.	1,373	An endowed school for boys, and 2*l.* a-year to teach girls to read.	.	A girls' school.	.	153
65 by 35 feet.	. .	825	. .	.	One Dissenting school.	.	10
23 poles.	15 poles.	5,000	. .	.	A National school.	45	243
22 by 20 yard.	120 sq. yards.	1,550	. .	.	. .	.	180
108 by 63 feet.	. .	770	From land 10*l.* 2*s.* 8½*d.*, and 2*l.* a-year from the estate of Rev. T. Bean.	.	. .	.	147

(*Continued on pages* 630, 631.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expenses.
	£	£	£	£	£	£	£	£	£	£
Fleetwood	.	700 with house.	.	.	200 wall.	.	.	.	.	90
Platt, St. Mary's .	Given.	400	.	.	50	.	100	50	.	60
Dervaig	30	298 buildings.	28	18	27	13 stoves.	5 gates.	.	.	42
Dengie	60	134	.	.	15	.	.	10	.	21
Rillington	25	216	25	.	16	22 carting.	.	13	.	31
Lower Hardres .	.	110	15 Repairs of cottage.	4	6	9 carriage.	10 stove.	5	.	15
Huddersfield, (Lower houses).	1	106	26	.	.	.	40	5	.	17
Stockton-on-Tees	Estimated cost, 1,300*l*.			.	.	.	.	.	.	.
Stapleton	100	320	.	.	30 wall.	.	150	.	.	60
Sherfield, English	25	164	37	.	15	.	139	10	.	39
Silverton	Estimated cost, 300*l*.			.	.	.	.	.	.	.
Malver, Link . .	.	240	.	.	.	.	114	.	.	35
Waddesdon . . .	Given.	203	.	.	35 and draining.	.	.	11	.	24
Waterloo, Pudsey	66	214	42	.	28	.	151	10	.	52
Wilstead, or Wilshampstead.	Estimated cost, 530*l*.			.	.	.	.	.	.	.

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
405	50 N. S.	.	.	400	20	.	.	35	.	55	245
380	. .	.	.	220	.	Estimated at 25*l.*				.	113
205	including site.	15 Bible Society's Books, &c.	.	185	18	Education Committee of General Assembly allows 10*l.* Fees uncertain.					120
139	20 Essex Board.	.	.	60	.	Fees about 1*d.*				.	28
52	50 N. S.	.	.	265	9	.	.	55	.	65	87
51	20, Canterbury Board.	.	.	70	.	Estimated at 27*l.*				.	25
49	40 N. S.	.	.	102	.	.	Fees 2*d.* to 6*d.* a-week.				100
700	N. S.	40 Diocesan Society.	.	550	.	Cannot be fixed.				.	300
275	. .	.	.	300	50	.	.	25	5 needle-work.	80	128
117	40 N. S.	.	.	233	16	1	.	7*l.* 10*s.*, and the Rector will give 10*l.* a-year.			60
130	N. S.	.	.	143	17	Including the endowment of 2*l.*					115
165	. .	.	.	200	20	5	.	10to15	.	.	75
80	. .	.	.	170	30	.	.	2*d.* a-week.	.	.	121
123	. .	.	.	415	9*s.* a-week is paid by the mill owners for teaching the children.						110
178	50 Bedford Board.	.	.	310	10	8	10*l.* 2*s.* 8½*d.*	12	.	40	111

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school and residence.	Winterton. . . .	N.	3	.	.	.	.	.	.
The erection of a school-house. .	Writhlington. . .	N.	Minister and Churchwardens.						
The erection of a school and residence.	Woodford	N.	1	2	.	.	.	.	.
The erection of a school-house. .	Pilton.	N.	Vicar and Churchwardens.						
To enlarge schools and erect a master's house.	Pembroke Dock .	N.	.	Ten.	.	.	.	.	.
The erection of a school-house. .	Preston, St. Mary	N.	1	.	.	3	.	.	.
Ditto.	Eastover	N.	1		.	.	.	.	.
The erection of a school and residence.	Impington. . . .	N.	2	and the Churchwarden of Impington.					
Ditto.	Idle	N.	3	.	.	.	.	.	.
The erection of school-house . .	Leek, St. Luke's .	N.	3	.	.	.	.	.	.
The erection of a school and residence.	Marston and Lidlington.	N.	Rector and Churchwardens.						
Ditto	Bishop's Hull . .	N.	Minister and Churchwardens						
Ditto.	Llandeniolen . .	N.	1	1 and 2 Churchwardens.					
Ditto.	Monksilver . . .	N.	Minister and Churchwardens.						
Ditto	Llandeniolen .	N.	.	.	Not named.				.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
rches.	. .	1,100	. .	.	A dame school only.	.	176
bles.	326 sq. yards.	400	. .	.	. .	.	60
acre.	19 sq. yards	1,300	. .	.	One in a cottage.	90	177
rches.	12 perches.	1,124	. .	.	A Wesleyan Sunday school, and another Sunday school.	.	80
.	. .	4,000	. .	.	A few private schools.	.	600
.	38 by 42 feet.	6,000	. .	.	St. Mary's National. And some private dame schools.	150	116
acre.	Residue of site.	3,001	. .	.	. .	.	234
od.	170 sq. yards.	245	. .	.	. .	.	55
rood.	Residue of site.	7,000	. .	.	One school. . . . And two or three dame schools.	60	300
er. yds.	. .	3,000	. .	.	A Wesleyan and one belonging to the Primitive Methodists.	200 to 300	160
100 ft.	2 yards 50 feet square.	2,075	. .	.	Sunday schools only.	.	160
0 feet.	Residue of site.	1,750	. .	.	. .	.	105
re.	Residue of site.	2,600	. .	.	. .	.	143
ches.	. .	350	. .	.	The parochial school.	.	66
ches.	100 super. yds.	420	. .	.	. .	.	98

(*Continued on pages* 634, 635)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Winterton	Given.	329	21	.	.	.	.	.	.	35
Writhlington . .	45	120	15	.	15	.	.	5	.	20
Woodford	.	306 and house.	.	.	25	.	.	10	20 architect.	45
Pilton	.	171 and fence.	.	.	.	.	.	7	13 archi-tect.	19
Pembroke Dock .	.	Estimated cost, 330*l*.			.	.	.	.	.	.
Preston, St. Mary	30	460	.	.	.		.	10	.	50
Eastover	135	550	.	.	30	.	.	.	.	71
Impington. . . .	19 Given.	361	15	.	3	.	.	3	.	40
Idle	.	480	.	.	.	.	150	20	80	73
Leek, St. Luke's .	100	600	.	.	.	.	.	10	.	71
Marston and Lid-lington.	5	300	50	.	10	10	182	10	.	56
Bishop's Hull . .	.	130	.		20	.	150	5	15	32
Llandeniolen . .	20 and legal.	316	50 and archi-tect.	.	.	.	164	.	.	56
Monksilver . . .	5	180 given.	.	.	.	.	50	15	.	23
Llandeniolen . .	20	190 and house.	10	.	.	.		6	.	22

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
100	75 N. S.	.	.	175	20	.	.	20	.	40	175
67	15 Diocesan Board.	.	.	75	13	.	1*l.* 2*s.* 6*d*	8	.	22	30
100	N. S.	.	.	351	Fees, nearly 50*l.* per annum.				.	.	17
60	30 N. S.	30 Bath Diocesan Board.	.	71	19	.	1	16	.	36	40
80	. .	.	.	250	40	.	.	86	.	126	150
200	. .	.	.	300	10	.	.	25	.	35	154
550	. .	.	.	165	.	Not particularized.				.	117*
297	25 N. S.	45 Cambridge Board.	.	102	21	.	.	11	.	32	42
75	. .	.	.	635	5	25	.	100	.	130	300
300	160 N. S.	.	.	250	12	10	.	15	.	37	178†
252	70 N. S.	.	.	235	30	10	.	40	.	80	120
164	50 N. S.	20 Wells Board.	.	80	25	5	.	18	.	48	79
60	120 N. S.	.	.	350	20	.	.	35	.	55	143
101	30 N. S.	10 Diocesan Board.	.	140	20	.	.	10	.	30	50
128	including site.	.	About 85	17	.	Fees 1*d.* and annual sermon.					74

* If management clause is amended, and the title to the land conveyed is made good.

Abstract of Applications for Aid

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated
	£	£	£	£	£	£	£	£	£	£
Leeds, York Road	156	1,130	.	.	100	.	.	60	.	1,4
Cubington	50	460	.	.	10	.	102	20	28 architect.	6
Scotter	.	.	.	.	10	.	130	.	.	1
Lancaster	.	.	.	.	.	.	.	.	.	.
Winford	.	182	9	3 tank.	8	8 stoves.	109	.	.	3
Nuttall	.	334	.	.	35	.	.	.	.	3
Broughton Astley	.	200	.	.	10	.	160	.	.	3
Broughton . . .	.	190	.	.	.	.	.	6	.	2
Brisley	.	.	.	.	.	.	120	10 extra.	.	1
Barnsley, St. John.	.	450	.	.	35		.	.	.	4
Bolton, Holy Trinity.	136	470 and house.	.	.	.	.	.	.	.	6
Crick (Boy's school.)	.	300	.	.	40		114	30 architect.	.	4
Crick (girl's and infants'.)	50	304	.	.	20	.	.	15	16 architect.	4
Birmingham, St. Philip.	700	870 and house.	.	.	.	.	.	10 architect.	.	1,5
Hurstborne, Tarrant.	Estimated cost, 220*l.*			.	.	.	.	.	.	.
Coppull . . .	35	291	.	5 law.	89	45 floor and ventilation	163	.	4	6

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
,560 sq. yds.	1,000 yards.	8,000	. .	.	One school in a hired room.	.	490
1 rood 25 perches.	Residue of site.	1,351	Interest of 4 per cent. on 350*l.*	.	A few dame schools containing about	95	240
. .	. .	1,650	. .	.	. .	.	200
. .	. .	.	. .	.	. .	.	.
of an acre.	Residue of site.	900	One of 3*l.* a-year for a dame school.	.	Two or three dame schools.	.	96
969 yards.	. .	669	. .	.	A dame school and a temporary Sunday school.	.	132
. .	200 sq. yards.	750	5*l.* a-year and the interest of 40*l.*	.	A dame school, a Church Sunday school, and a Baptist school.	.	126
50 sq. yards.	Extent not given.	1,100	The endowment belonging to the school.	.	. .	.	150
. .	. .	390	. .	.	. .	.	.
by 12 yards.	378 sq. yards.	3,678	. .	.	Methodists' Sunday and a dame school.	.	346
by 22 yards.	10 by 11½ yards	1,200	. .	.	One National school. One Sunday school	500	155
7 by 37 feet.	46 by 30 feet.	1,004	One of 25*l.* a-year.	.	Only the present school.	.	72
3 by 30 feet.	18 by 14 feet.	1,000	(See preceding case.)	.	Only the present school and a Sunday school.	.	120
6 by 46 feet.	628 sq. yards.	7,000	. .	.	Two National schools, and Unitarian and Roman Catholic free schools.	.	116
50 by 78 feet.	Village green.	800	4 small endowments amounting to 16*l.*	.	A daily and Sunday school held in a cottage.	.	150
16 sq. yards.	580 sq. yards.	2,000	. .	.	Four day schools One Sunday school	.	216

	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Leeds, York Road	156	1,130	.	.	100	.	.	60	.	1,446
Cabington	50	460	.	.	10	.	102	20	23 architect.	67
Scotter	.	.	.	.	10	.	130	.	.	14
Lancaster	.	.	.	.	.	.	.	.	.	.
Winford	.	182	9	3 tank.	8	8 stoves.	109	.	.	32
Nuttall	.	334	.	.	35	.	.	.	.	36
Broughton Astley	.	200	.	.	10	.	160	.	.	37
Broughton . . .	.	190	.	.			.	6	.	20
Brisley	.	.	.	.			120	10 extra.	.	13
Barnsley, St. John.	.	450	.	.	35		.	.	.	48
Bolton, Holy Trinity.	136	470 and house.	.	.	.	.	.	.	.	606
Crick (Boy's school.)	.	300	.	.	40		114	30 architect.	.	484
Crick (girl's and infants'.)	50	304	.	.	20	.	.	15	16 architect.	405
Birmingham, St. Philip.	700	870 and house.	.	.	.	.	.	10 architect.	.	1,580
Hurstborne, Tarrant.	Estimated cost, 220*l.*			.	.	.	.	.	.	.
Coppull . . .	35	291	.	5 law.	89	45 floor and ventilation	163	.	4	632

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£ 300	£ 300 N. S.	£ .	£ .	£ 847	20	£ 15	£ .	£ 150	£ .	£ 185	£ 368
370	70 N. S.	.	.	230	15	.	14	32	.	61	180
90	. .	.	.	50	30	.	.	23	.	53	50
.	. .	.	.	.	.	.	.	.	.	.	50
177	25 N. S.	.	.	92	27	.	3	8	.	38	72
233	. .	.	.	About 130	30	.	.	.	.	30	100
190	. .	.	.	170	15	.	6*l.* 10*s.*	14	.	36	95
60	. .	.	.	130	.	.	20	30	.	50	75
96	10 N. S.	.	.	22	23	.	.	12	.	.	35
150	. .	.		335	10	2	.	60	.	72	260
356	70 N. S.	.	.	180	It is expected to support itself.						155
300	. .	.	.	180	Church collections to supply deficiency of endowment.						60
250	. .	.	.	150	Fees from children and Church collections.						60
500	. .	.	.	1,100	25	20	.	25	.	70	116
132	. .	.	.	100	.	16	16	20	.	52	100
200	. .	.	.	231	20	5	.	15	.	40	150

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school and residence.	Chasewater . . .	N.	2	1	.	.	.	.	.
The erection of a school house .	St. Margaret's at Cliffe, near Dover	N.	Minister, Churchwarden, and 2 Overseers.						
The erection of a master's house	Walmgate, St. Margaret, York.	N.	4	.	.	.	.	.	.
The erection of a school and residence.	Whitfield, St. James.	N.	1	4	.	.	.	.	.
The erection of schools and residence.	Carlisle, Christchurch.	N.	1	5	.	.	.	.	.
The erection of a master's residence.	Naseby	N.	Vicar and Churchwardens.						
The erection of a school-house . .	Dover, Trinity . .	N.	2	.	.	.	.	.	.
The erection of a master's house.	Thirsk	B.	Same as for the school.						
The erection of a school-house . .	Northampton . .	B.	.	Same as school.					.
The erection of schools and residences.	Knutton Heath .	N.	Vicar and Churchwardens.						
The erection of schools, with residences.	Camberwell, Camden district.	N.	Incumbent and Churchwardens.						
The erection of a master's residence.	Moddershall . . .	N.	.	Same as school.					.
The erection of a school and residence.	Minety, St. Leonard's.	N.	Vicar and Churchwardens.						
The erection of a school-house . .	Much Wenlock .	N.	Vicar and Churchwardens.						
The erection of a school and master's house.	St. Weonard's . .	N.	Vicar and Churchwardens.						

Extent of		Population of District from which children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School at six square feet each.
te.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
od 20 les.	. .	7,000	. .	.	Small private schools.	.	180
26 feet.	558 sq. feet.	748	. .	.	A Sunday school	.	80
6 yards.	. .	7,065	. .	.	Boys' and girls' National schools.	.	280 on the books
perch.	500 sq. yards.	6,500	A small school at Whitfield, 40*l.* yearly.	90	Littlemoor Independent school.	.	280
56½ feet.	760 sq. yards.	5,460	. .	.	School of industry Lancasterian school.	50 girls 400	365
.	. .	1,300	. .	.	A small school under a mistress.	.	.
y 54 ft.	Residue of site.	4,474	. .	.	A B. and F. school	500	216
.	. .	5,000	. .	.	One girls' school. One National school.	.	263
.	. .	24,000	The endowed school provides for about 100 children.	.	National schools. Parochial schools. New British do.	320 420 640	175
. yards.	. .	1,500	. .	.	Two or three dame schools.	.	
80 feet.	100 by 45 feet.	5,000	. .	.	A small dissenting school.	.	523
.	. .	800	An old school in ruins, and funds lost.	.	. .	.	120
60 feet.	A small yard.	800	. .	.	. .	.	116
perficial ards.	. .	2,482	12*l.* a-year, but the children are not those of the poor.	.	. .	.	276
an acre.	Two, 60 by 30 feet each.	710	. .	.	.	.	82

(Continued on pages 642, 643.)

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school and residence.	Winterton. . . .	N.	3	.	.	.	.	.	.
The erection of a school-house. .	Writhlington. . .	N.	Minister and Churchwardens.						
The erection of a school and residence.	Woodford	N.	1	2	.	.	.	.	.
The erection of a school-house. .	Pilton.	N.	Vicar and Churchwardens.						
To enlarge schools and erect a master's house.	Pembroke Dock .	N.	.	Ten.	.	.	.	.	.
The erection of a school-house. .	Preston, St. Mary	N.	1	.	.	3	.	.	.
Ditto.	Eastover	N.	1		.	.	.	.	.
The erection of a school and residence.	Impington. . . .	N.	2 and the Churchwarden of Impington.						
Ditto.	Idle	N.	3	.	.	.	.	.	.
The erection of school-house . .	Leek, St. Luke's .	N.	3	.	.	.	.	.	.
The erection of a school and residence.	Marston and Lidlington.	N.	Rector and Churchwardens.						
Ditto	Bishop's Hull . .	N.	Minister and Churchwardens						
Ditto.	Llandeniolen . .	N.	1	1 and 2 Churchwardens.					
Ditto.	Monksilver . . .	N.	Minister and Churchwardens.						
Ditto	Llandeniolen .	N.	.	.	Not named.				.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
ite.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
erches.	. .	1,100	. .	.	A dame school only.	.	176
poles.	326 sq. yards.	400	. .	.	. .	.	60
an acre.	19 sq. yards	1,300	. .	.	One in a cottage.	90	177
erches.	12 perches.	1,124	. .	.	A Wesleyan Sunday school, and another Sunday school.	.	80
. .	. .	4,000	. .	.	A few private schools.	.	600
. .	38 by 42 feet.	6,000	. .	.	St. Mary's National. And some private dame schools.	150	116
an acre.	Residue of site.	3,001	. .	.	. .	.	234
ood.	170 sq. yards.	245	. .	.	. .	.	55
a rood.	Residue of site.	7,000	. .	.	One school. . . . And two or three dame schools.	60	300
per. yds.	. .	3,000	. .	.	A Wesleyan and one belonging to the Primitive Methodists.	200 to 300	160
y 100 ft.	2 yards 50 feet square.	2,075	. .	.	Sunday schools only.	.	160
60 feet.	Residue of site.	1,750	. .	.	. .	.	105
acre.	Residue of site.	2,600	. .	.	. .	.	143
rches.	. .	350	. .	.	The parochial school.	.	66
rches.	100 super. yds.	420	. .	.	. .	.	98

(*Continued on pages* 634, 635)

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school and residence.	Winterton. . . .	N.	3	.	.	.	.	.	.
The erection of a school-house. .	Writhlington. . .	N.	Minister and Churchwardens.						
The erection of a school and residence.	Woodford	N.	1	2	.	.	.	.	.
The erection of a school-house. .	Pilton.	N.	Vicar and Churchwardens.						
To enlarge schools and erect a master's house.	Pembroke Dock .	N.	.	Ten.	.	.	.	.	.
The erection of a school-house. .	Preston, St. Mary	N.	1	.	.	3	.	.	.
Ditto.	Eastover	N.	1		.	.	.	.	.
The erection of a school and residence.	Impington. . . .	N.	2	and the Churchwarden of Impington.					
Ditto.	Idle	N.	3	.	.	.	.	.	.
The erection of school-house . .	Leek, St. Luke's .	N.	3	.	.	.	.	.	.
The erection of a school and residence.	Marston and Lidlington.	N.	Rector and Churchwardens.						
Ditto	Bishop's Hull . .	N.	Minister and Churchwardens						
Ditto.	Llandeniolen . .	N.	1	1 and 2 Churchwardens.					
Ditto.	Monksilver . . .	N.	Minister and Churchwardens.						
Ditto	Llandeniolen .	N.	.	.	Not named.				.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
te.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
rches.	. .	1,100	. .	.	A dame school only.	.	176
oles.	326 sq. yards.	400	. .	.	. .	.	60
1 acre.	19 sq. yards	1,300	. .	.	One in a cottage.	90	177
rches.	12 perches.	1,124	. .	.	A Wesleyan Sunday school, and another Sunday school.	.	80
.	. .	4,000	. .	.	A few private schools.	.	600
.	38 by 42 feet.	6,000	. .	.	St. Mary's National. And some private dame schools.	150	116
1 acre.	Residue of site.	3,001	. .	.	. .	.	234
ood.	170 sq. yards.	245	. .	.	. .	.	55
rood.	Residue of site.	7,000	. .	.	One school. . . . And two or three dame schools.	60	300
er. yds.	. .	3,000	. .	.	A Wesleyan and one belonging to the Primitive Methodists.	200 to 300	160
r 100 ft.	2 yards 50 feet square.	2,075	. .	.	Sunday schools only.	.	160
50 feet.	Residue of site.	1,750	. .	.	. .	.	105
cre.	Residue of site.	2,600	. .	.	. .	.	143
rches.	. .	350	. .	.	The parochial school.	.	66
rches.	100 super. yds.	420	. .	.	. .	.	98

(*Continued on pages* 634, 635)

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school and residence.	Winterton. . . .	N.	3	.	.	.	.	.	.
The erection of a school-house. .	Writhlington. . .	N.	Minister and Churchwardens.						
The erection of a school and residence.	Woodford	N.	1	2	.	.	.	.	.
The erection of a school-house. .	Pilton.	N.	Vicar and Churchwardens.						
To enlarge schools and erect a master's house.	Pembroke Dock .	N.	.	Ten.	.	.	.	.	.
The erection of a school-house. .	Preston, St. Mary	N.	1	.	.	3	.	.	.
Ditto.	Eastover	N.	1		.	.	.	.	.
The erection of a school and residence.	Impington. . . .	N.	2 and the Churchwarden of Impington.						
Ditto.	Idle	N.	3	.	.	.	.	.	.
The erection of school-house . .	Leek, St. Luke's .	N.	3	.	.	.	.	.	.
The erection of a school and residence.	Marston and Lidlington.	N.	Rector and Churchwardens.						
Ditto	Bishop's Hull . .	N.	Minister and Churchwardens						
Ditto.	Llandeniolen . .	N.	1	1 and 2 Churchwardens.					
Ditto.	Monksilver . . .	N.	Minister and Churchwardens.						
Ditto	Llandeniolen .	N.	.	.	Not named.				.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
te.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
rches.	. .	1,100	. .	.	A dame school only.	.	176
oles.	326 sq. yards.	400	. .	.	. .	.	60
a acre.	19 sq. yards	1,300	. .	.	One in a cottage.	90	177
rches.	12 perches.	1,124	. .	.	A Wesleyan Sunday school, and another Sunday school.	.	80
.	. .	4,000	. .	.	A few private schools.	.	600
.	38 by 42 feet.	6,000	. .	.	St. Mary's National. And some private dame schools.	150	116
a acre.	Residue of site.	3,001	. .	.	. .	.	234
ood.	170 sq. yards.	245	. .	.	. .	.	55
rood.	Residue of site.	7,000	. .	.	One school. . . . And two or three dame schools.	60	300
er. yds.	. .	3,000	. .	.	A Wesleyan and one belonging to the Primitive Methodists.	200 to 300	160
100 ft.	2 yards 50 feet square.	2,075	. .	.	Sunday schools only.	.	160
50 feet.	Residue of site.	1,750	. .	.	. .	.	105
cre.	Residue of site.	2,600	. .	.	. .	.	143
rches.	. .	350	. .	.	The parochial school.	.	66
rches.	100 super. yds.	420	. .	.	. .	.	98

(*Continued on pages* 634, 635)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Ex-
	£	£	£	£	£	£	£	£	£	
Winterton	Given.	329	21	.	.	.	.	.	.	
Writhlington . .	45	120	15	.	15	.	.	5	.	
Woodford	.	306 and house.	.	.	25	.	.	10	20 archi-tect.	
Pilton	.	171 and fence.	.	.	.	.	.	7	13 archi-tect.	
Pembroke Dock .	.	Estimated cost, 330*l*.			.	.	.	.	.	.
Preston, St. Mary	30	460	.	.	.		.	10	.	
Eastover	135	550	.	.	30	.	.	.	.	
Impington. . . .	19 Given.	361	15	.	3	.	.	3	.	
Idle	.	480	.	.	.	.	150	20	80	
Leek, St. Luke's .	100	600	.	.	.	.	.	10	.	
Marston and Lid-lington.	5	300	50	.	10	10	182	10	.	
Bishop's Hull . .	.	130	.	.	20	.	150	5	15	
Llandeniolen . .	20 and legal.	316	50 and archi-tect.	.	.	.	164	.	.	
Monksilver . . .	5	180 given.	.	.	.	.	50	15	.	
Llandeniolen . .	20	190 and house.	10	.	.	.	.	6	.	

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-building.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
100	75 N. S.	.	.	175	20	.	.	20	.	40	175
67	15 Diocesan Board.	.	.	75	13	.	1*l.* 2*s.* 6*d*	8	.	22	30
100	N. S.	.	.	351	Fees, nearly 50*l.* per annum.				.	.	17
60	30 N. S.	30 Bath Diocesan Board.	.	71	19	.	1	16	.	36	40
80	. .	.	.	250	40	.	.	86	.	126	150
200	. .	.	.	300	10	.	.	25	.	35	154
550	. .	.	.	165	.	Not particularized.				.	117*
297	25 N. S.	45 Cambridge Board.	.	102	21	.	.	11	.	32	42
75	. .	.	.	635	5	25	.	100	.	130	300
300	160 N. S.	.	.	250	12	10	.	15	.	37	178†
252	70 N. S.	.	.	235	30	10	.	40	.	80	120
164	50 N. S.	20 Wells Board.	.	80	25	5	.	18	.	48	79
60	120 N. S.	.	.	350	20	.	.	35	.	55	143
101	30 N. S.	10 Diocesan Board.	.	149	20	.	.	10	.	30	50
128	including site.	.	About 85	17	.	Fees 1½*d.* and annual sermon.					74

* If management clause is amended, and the title to the land conveyed is made good.
† If school be properly built.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house. .	Leeds, York Road	N.	.	.	Not named.				.
The erection of a school and residence.	Cubington . . .	N.	Vicar and Churchwardens.						
The erection of a master's house .	Scotter	N.	4	8	.	.	.	.	.
For additional grant to affect enlargement of building.	Lancaster	B.	.	.	.	.	.	.	.
The erection of a school and residence.	Winford	N.	.	.	.	.	.	.	.
The erection of a school-house. .	Nuttall	N.	Minister and Churchwardens.						
The erection of a school and residence.	Broughton Astley	N.	Rector and Churchwardens.						
The erection of a school-house. .	Broughton. . . .	Endowed school.	1	4 yeomen.			2	3	.
The erection of a master's house	Brisley	N.	2	.	.	.	.	.	.
The erection of a school-house .	Barnsley, St. John.	N.	3	2	.	.	.	.	.
The erection of a school and residence.	Bolton, Holy Trinity.	N.	.	.	Seven			.	.
Ditto.	Crick (Boys' school.)	N.	Minister, Churchwardens, and Overseers.						
The erection of a school-house .	Crick (girls' and infants'.)	N.	3	.	.	.	.	.	.
The erection of a school and residence.	Birmingham, St. Philip.	N.	1	1	and 2 Churchwardens.				
Ditto.	Hurstborne, Tarrant.	N.	Vicar and Churchwardens.						
Ditto	Coppull	N.	2	and 2 Churchwardens.					

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
1,560 sq. yds.	1,000 yards.	8,000	. .	.	One school in a hired room.	.	490
1 rood 25 perches.	Residue of site.	1,351	Interest of 4 per cent. on 350*l.*	.	A few dame schools containing about	95	240
. .	. .	1,650	. .	.	. .	.	200
. .	. .	.	. .	.	. .	.	.
¼ of an acre.	Residue of site.	900	One of 3*l.* a-year for a dame school.	.	Two or three dame schools.	.	96
969 yards.	. .	669	. .	.	A dame school and a temporary Sunday school.	.	132
. .	200 sq. yards.	750	5*l.* a-year and the interest of 40*l.*	.	A dame school, a Church Sunday school, and a Baptist school.	.	126
550 sq. yards.	Extent not given.	1,100	The endowment belonging to the school.	.	. .	.	150
. .	. .	390	. .	.	. .	.	.
44 by 12 yards.	378 sq. yards.	3,678	. .	.	Methodists' Sunday and a dame school.	.	346
83 by 22 yards.	10 by 11¼ yards	1,200	. .	.	One National school. One Sunday school	500	155
87 by 37 feet.	46 by 30 feet.	1,004	One of 25*l.* a-year.	.	Only the present school.	.	72
53 by 30 feet.	18 by 14 feet.	1,000	(See preceding case.)	.	Only the present school and a Sunday school.	.	120
46 by 46 feet.	628 sq. yards.	7,000	. .	.	Two National schools, and Unitarian and Roman Catholic free schools.	.	116
150 by 78 feet.	Village green.	800	4 small endowments amounting to 16*l.*	.	A daily and Sunday school held in a cottage.	.	150
816 sq. yards.	580 sq. yards.	2,000	. .	.	Four day schools One Sunday school	.	216

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated
	£	£	£	£	£	£	£	£	£	£
Leeds, York Road	156	1,130	.	.	100	.	.	60	.	1,4
Cubington	50	460	.	.	10	.	102	20	28 architect.	6
Scotter	.	.	.	.	10	.	130	.	.	1
Lancaster	.	.	.	.	.	.	.	.	.	.
Wimford	.	182	9	3 tank.	8	8 stoves.	109	.	.	3
Nuttall	.	334	.	.	35	.	.	.	.	3
Broughton Astley	.	200	.	.	10	.	160	.	.	3
Broughton . . .	.	190	.	.	.	.	.	6	.	2
Brisley	.	.	.	.	.	.	120	10 extra.	.	1
Barnsley, St. John.	.	450	.	.	35		.	.	.	4
Bolton, Holy Trinity.	136	470 and house.	.	.	.	.	.	.	.	6
Crick (Boy's school.)	.	300	.	.	40		114	30 architect.	.	4
Crick (girl's and infants'.)	50	304	.	.	20	.	.	15	16 architect.	4
Birmingham, St. Philip.	700	870 and house.	.	.	.	.	.	10 architect.	.	1,5
Hurstborne, Tarrant.	Estimated cost, 230*l*.			.	.	.	.	.	.	.
Coppull . . .	35	291	.	5 law.	89	45 floor and ventilation	163	.	4	6

Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
100	300 N. S.	.	.	847	20	15	.	150	.	185	368
170	70 N. S.	.	.	230	15	.	14	32	.	61	180
90	. .	.	.	50	30	.	.	23	.	53	50
.	. .	.	.	.	.	.	.	.	.	.	50
77	25 N. S.	.	.	92	27	.	3	8	.	38	72
33	. .	.	.	About 130	30	.	.	.	.	30	100
90	. .	.	.	170	15	.	6*l.* 10*s.*	14	.	36	95
60	. .	.	.	130	.	.	20	30	.	50	75
96	10 N. S.	.	.	22	23	.	.	12	.	.	35
50	. .	.		335	10	2	.	60	.	72	260
56	70 N. S.	.	.	180	It is expected to support itself.						155
00	. .	.	.	180	Church collections to supply deficiency of endowment.						60
50	. .	.	.	150	Fees from children and Church collections.						60
00	. .	.	.	1,100	25	20	.	25	.	70	116
32	. .	.	.	100	.	16	16	20	.	52	100
00	. .	.	.	231	20	5	.	15	.	40	150

Object of Application.			Number of Trustees under several Heads.					
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.
The erection of a school and residence.	Chasewater . . .	N.	2	1	.	.	.	.
The erection of a school-house .	St. Margaret's at Cliffe, near Dover	N.	Minister, Churchwarden, & 2 Overseers.					
The erection of a master's house	Walmgate, St. Margaret, York.	N.	4	.	.	.	.	.
The erection of a school and residence.	Whitfield, St. James.	N.	1	4	.	.	.	.
The erection of schools and residence.	Carlisle, Christchurch.	N.	1	5	.	.	.	.
The erection of a master's residence.	Naseby	N.	Vicar and Churchwardens.					
The erection of a school-house . .	Dover, Trinity . .	N.	2	.	.	.	.	.
The erection of a master's house.	Thirsk	B.	Same as for the school.					
The erection of a school-house . .	Northampton . .	B.	.	Same as school.				
The erection of schools and residences.	Knutton Heath .	N.	Vicar and Churchwardens.					
The erection of schools, with residences.	Camberwell, Camden district.	N.	Incumbent and Churchwarde					
The erection of a master's residence.	Moddershall . . .	N.	.	Same as school.				
The erection of a school and residence.	Minety, St. Leonard's.	N.	Vicar and Churchwardens.					
The erection of a school-house . .	Much Wenlock .	N.	Vicar and Churchwardens.					
The erection of a school and master's house.	St. Weonard's . .	N.	Vicar and Churchwardens.					

Extent of		Population of District from which children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School at six square feet each.
e.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
ıd 20 es.	. .	7,000	. .	.	Small private schools.	.	180
6 feet.	558 sq. feet.	748	. .	.	A Sunday school	.	80
3 yards.	. .	7,065	. .	.	Boys' and girls' National schools.	.	280 on the books
perch.	500 sq. yards.	6,500	A small school at Whitfield, 40*l.* yearly.	90	Littlemoor Independent school.	.	280
64 feet.	760 sq. yards.	5,460	. .	.	School of industry Lancasterian school.	50 girls 400	365
.	. .	1,300	. .	.	A small school under a mistress.	.	.
54 ft.	Residue of site.	4,474	. .	.	A B. and F. school	500	216
.	. .	5,000	. .	.	One girls' school. One National school.	.	263
.	. .	24,000	The endowed school provides for about 100 children.	.	National schools. Parochial schools. New British do.	320 420 640	175
yards.	. .	1,500	. .	.	Two or three dame schools.	.	
80 feet.	100 by 45 feet.	5,000	. .	.	A small dissenting school.	.	523
.	. .	800	An old school in ruins, and funds lost.	.	. .	.	120
60 feet.	A small yard.	800	. .	.	. .	.	116
perficial rds.	. .	2,482	12*l.* a-year, but the children are not those of the poor.	.	. .	.	276
ın acre.	Two, 60 by 30 feet each.	710	. .	.	.	.	82

(*Continued on pages* 642, 643.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Chasewater . . .	32 given	370	.	.	35	.	161	2 stamps	.	600
St. Margaret's at Cliffe, near Dover	Estimated cost, 165*l*.			.	.	.	.	.	.	.
Walmgate, St. Margaret, York.	60	.	.	.	.	.	300	.	.	360
Whitfield, St. James.	100	800 and house.	100	.	60	.	.	20	20 sundries.	1,100
Carlisle, Christchurch.	300	693	30	.	52	.	310	.	24 architect.	1,379
Naseby	Estimated cost, 174*l*.			.	.	.	.	.	.	.
Dover, Trinity .	1,000	800 given.	.	.	30	.	10 other expenses	.	.	1,840
Thirsk	Estimated cost, 170*l*.			.	.	.	.	.	.	.
Northampton . .	Estimated cost, 300*l*.			.	.	.	.	.	.	.
Knutton Heath .	.	467 and house.	100	30 drain, &c.	50	.	.	.	10 architect.	657
Camberwell, Camden district.	380	1,369 and fittings.	.	.	170	.	900	10	120 architect.	2,949
Moddershall . .	.	.	.	.	5	5	150	.	.	160
Minety, St. Leonard's.	.	260	.	.	20	.	200	.	.	480
Much Wenlock .	86 old materials.	830 and fittings.	50	.	20 yards.	30 site given.	.	.	.	1,016
St. Weonard's . .	15 given.	120	25	.	30	.	80	15	13 sundry.	300

Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.	
	£	£	£	£	£	£	£	£	£	£	£
32	. .	.	.	312	40	.	.	25	.	65	135
75	20 Diocesan Board	.	.	70	.	.	Not stated.		.	.	40
27	50 N. S.	.	.	188	Supported by the funds of the York National School Society.						75
00	300 N. S.	.	.	500	.	Not particularized.				.	280
70	Including compensation by the Railway Company.			209	80	.	.	70	.	150	100*
90	. .	.	.	.	The salaries of master and mistress provided.						45
00	Exclusive of value of site.	.	.	330	35	20	.	25	.	80	108
70	. .	.	.	100	.	50	.	90	.	140	45
50	. .	.	.	150	.	.	Not stated.		.		90
72	100 N. S.	.	.	385	.	.	Not stated.		.	.	102
60	. .	.	.	649	150	200	.	100	.	450	400
60	. .	.	.	100	Fees 15*l.* and annual sermons.						40
20	70 N. S.	40 Dr. Warneford's trustees.	.	360	.	Not particularized.				.	90
81	120 N. S.	.	.	326	85	10	.	2*d.* each child.	.	.	207
90	. .	.	.	100	25	4	4	15	.	48	60

* In addition to the previous grant of £165.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers	Farmers.	Shopkeepers.	Working Men.
The erection of a school and residence.	Hawkwell	N.	Rector and Chapelwardens.						
The erection of a school-house . .	Preston, St. Thomas.	N.	2	1	.	.	.	.	.
The erection of a school and residence.	Bromley, Pensnett.	N.	4	.	.	.	.	.	.
Ditto	Pensnett, Dudley.	N.	4	.	.	.	.	.	.
The erection of a school-house. .	Hednor	N.	To be determined by the Bishop.						
The erection of a school and residence.	Birmingham, Bishop Ryder's.	N.	Minister and Churchwardens.						
The erection of a school-house. .	Braunston . . .	N.	Vicar and Churchwardens.						
The erection of a school and master's house.	Cuddesdon. . . .	N.	3	.	.	.	.	.	.
The erection of schools and residences.	Cantley.	N.	Vicar and Churchwardens.						
The erection of school and residence.	Cookham Dean. .	N.	Incumbent and Chapelwardens						
Ditto	Ferry Hill. . . .	N.	2	.	.	.	.	.	.
Ditto	St. Ippolyt's . .	N.	Vicar and Churchwardens.						
The erection of a school-house. .	Ibbstock.	N.	10 to 12 Farmers and Tradesmen.						
The erection of a school and residence.	Leeds, Newtown .	N.	Vicar of Leeds.				.	.	.
The erection of a school-house. .	Medsted	N.	The two Churchwardens.						.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	None required.	366	15*l.* towards the maintenance of a teacher.	.	. .	.	50
. .	None required.	7,500	. .	.	One National school.	160 boys 160 girls	332
an acre.	Residue of site.	3,000	. .	.	. .	.	211
an acre.	Residue of site.	5,000	. .	.	A school-room to be converted into an infant-school for 250 children.	.	451
y 67 feet.	91 by 45 feet.	4,000	Smedley Charity, 5*l.* yearly for educating 12 poor children.	.	One Sunday school Dissenting ditto	200 400	213
y 11 yds.	140 sq. yards.	9,000	A branch of King Edward's schools.	.	The schools aided by Committee of Council.	400	286
y 15 yds.	. .	450	A dame school with 5*l.* a-year.	.	. .	.	81
y 76 feet.	. .	500	. .	.	. .	.	68
. .	¼ of an acre.	700	. .	.	The National school and a small dame school.	.	152
perches.	26 perches.	950	. .	.	A dame school. . A Methodist ditto.	13 20	152
. .	Boys', 450 super. yds. Girls', 460 super. yds.	1,400	. .	.	. .	.	130
iangle, 40 ds base; reme lth, 17 yds.	110 by 40 feet.	960	. .	.	A few plaiting schools in which reading is taught for half-an-hour daily.	.	141
sq. yards.	. .	1,549	20*s.* a-year to the National school.	.	National school. . Heather day ditto	90 75	90
) sq. yards.	800 yards.	16,000	. .	.	A Sunday school	140	500
by 93 feet	Residue of site.	500	. .	.	. .	.	71

(*Continued on pages* 646, 647.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Hawkwell . . .	.	92	50 fencing and fittings.	.	.	.	78		.	220
Preston, St. Thomas.	106	689	10	.	.	.	.	6	.	811
Bromley, Pensnett.	200	314	15	.	48	.	260	13	.	850
Pensnett, Dudley	200	577	43	.	48	.	298	13	.	1,177
Hednor	Estimated cost, 400*l.*			.	.	.	.	.	.	.
Birmingham, Bishop Ryder's.	400	475	.	.	60 &c.	.	510	10	15 windries.	1,470
Braunston . . .	.	108	.	.	12	.	.	.	.	120
Cuddesdon . . .	.	103	.	.	.	.	130	.	.	233
Cantley	40 given.	724 and houses.	.	.	30	.	.	5	.	769
Cookham Dean .	140	150	.	.	.	.	140	.	.	430
Ferry Hill . . .	.	192	.	.	40	.	143	10	.	345
St. Ippolyt's . .	5	219	42	.	.	.	104	5	.	405
Ibbstock	Estimated cost, 157*l.*			.	.	.	.	.	.	.
Leeds, Newtown	160 given.	900	.	.	.	.	310	10	40	1,450
Medsted	.	96	.	.	9	15 cartage.	.	.	.	120

Amount subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of Schools.						Decision of Committee Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£ 120	£ 25 N. S.	£ .	£ .	£ About 75	£ 9	£ .	£ 15	£ 6	£ .	£ 30	£ 38
70	150 N. S.	.	.	591	The schools will support themselves.						166
350	120 N. S.	.	.	500	15	.	.	60	.	75	200
400	. .	.	.	777	70	10	.	80	.	160	400
110	. .	.	.	Not stated.	Not particularized.				.	.	160
400 site.	250 N. S.	.	.	820	29	16	.	100	30	175	286
30	30 Local Board.	.	.	60	10	.	.	.	.	10	40
85	. .	.	.	148	The school will be supported.					.	33
520	. .	.	.	244	70	.	12	20	.	102	88
350	40 N. S.	.	.	about 100	25	5	.	20	.	50	119
212	50 N. S. included.	.	.	185	Not stated.		.	.	.	.	98
210	25 Diocesan Board.	.	.	169	32	5	.	20	.	57	106
98	. .	.	.	57	13	20	10s.	12	.	46	68
366	350 N. S.	.	.	720	20	4	.	120 to 150	.	.	500
65	15 N. S.	.	.	55	13	.	.	4	.	17	54

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of schools and residence.	Plaxtol	N.	3	.	.	.	.	.	.
The erection of a school and residence.	Spaldwick	N.	Minister and Churchwardens.						
The erection of a school-house .	Send and Ripley	N.	Vicar and Churchwardens.						
The erection of a school and residence.	Tamworth	N.	Twelve Clergy and Gentry.						
The erection of additions to school-house.	Wharton	N.	3	.	.	.	.	.	.
The erection of a school and residence.	Westminster, Christchurch, Broadway.	N.	3	.	.	.	.	.	.
The erection of a school-house .	Marston, Sicca . .	N.	1	6	.	.	.	.	.
The erection of a master's-house	Allenheads, St. Peter's.	N.	2	.	.	.	.	.	.
The erection of a school and residence.	Cheltenham, (Charity school.)	N.	.	.	.	.	.	.	.
Ditto	Great Waltham .	N.	Minister and Churchwardens.						
Ditto	Colwyn	N.	2	.	.	.	.	.	.
Ditto	Warkleigh and Salterleigh.	N.	Minister and Churchwardens.						
Ditto	Gald	S.	.	1	.	.	.	.	.
Ditto	Sittingbourne . .	N.	Vicar and Churchwardens.						

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet.
ite.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
]. feet.	67 by 63 feet.	1,100	. .	.	One school-room and some dame schools.	.	171
]. feet.	Residue of site.	430	. .	.	Two Sunday schools.	.	60
acre.	¼ acre.	1,560	. .	.	A commercial school and five dame schools.	.	160
. .	. .	6,000	Sir Robert Peel's endowed school A school of industry. Two village schools. Rev. J. Rawlett's school. Two dame schools, with 5*l.* a-year.	50 boys 30 girls 20	. .	.	592
. .	None required.	2,000	. .	.	. .	.	220
41 feet.	A yard.	9,000	Some small endowments not open to the parishioners in general.	.	National school . Black coat ,, . Blue coat ,, .	. 20 134	502
]. yards.	541 sq. yards.	980	In 1643 Mr. J. Cooper gave 300*l.* for a school.	.	. .	.	150
.	. .	2,014	. .	.	Two schools . . .	150	60
.	. .	8,000	. .	.	A Roman Catholic school.	150	200
acre.	Residue of site.	2,000	. .	.	None but dame schools.	.	240
]. yards.	. .	600	. .	.	A Dissenting school.	30	100
	. .	360	39*l.* 11*s.* 1*d.* belonging to the parish of Warkleigh.	.	. .		51
]. yards.	1,408 sq. yards.	5,000	. .	.	The parish school and adventure schools.	150	111
20 feet.	. .	2,353	. .	.	. .	.	230

(*Continued on pages* 650, 651.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Plaxtol	35 given.	301	20	25 stove.	46	.	169	10	.	606
Spaldwick . . .	10 given.	124	.	.	.	.	70	6	10	220
Send and Ripley	.	430 and fittings.	.	.	20 and legal.	.	.	.	.	450
Tamworth . . .	.	.	.	.	Estimated cost, 327*l*.			.	.	.
Wharton.	180 and old school given.	460	.	.	.	.	.	10	.	650
Westminster, Christchurch, Broadway.	1,850 given	2,200 and house.	.	.	.	.	.	30	.	4,080
Marston Sicca . .	15 given.	260	20	.	7	.	.	20	.	322
Allenheads, St. Peter's.	40 given.	.	.	.	15	.	60	5	.	120
Cheltenham, (Charity school).	.	400	.	.	20	.	220	30	.	670
Great Waltham .	50 given.	678	.	.	20	.	167	10	80	1,005
Colwyn.	5	135	20	.	.	.	95	5	12 architect.	272
Warkleigh and Salterleigh.	5*l*. 10*s*.	90 and house.	5	.	5	.	.	9	.	114
Gald	150 given.	200	.	.	100 &c.	.	300	.	.	750
Sittingbourne . .	.	320 and fittings.	.	.	.	.	250	.	.	570

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
372	. .	.	.	177	7	.	.	35	.	42	130
117	30 Huntingdon Board.	.	.	90	10	5	.	10	.	25	45
180	70 N. S.	.	.	200	45 and produce of work.	5	.	25	.	.	120
182	. .	.	.	145	84	35	8 Rawlett's Charity.	70	.	197	90
280	60 N. S.	.	.	310	40		and children's pence.				165
3,010	Including site.	.	.	240	.	60	.	3*d.* a-week.	.	.	500
94	N. S.	.	.	223	8	5	.	39	.	52	113
55	20 N. S.	.	.	45	.	School fees, 3*s.* a-quarter.				.	30
170	. .	.	.	500	60	.	55	.	.	115	150
531	. .	.	.	474	50	.	.	50	.	100	240
100	. .	.	.	172	25	.	.	1*d.* a-week	.	.	100
85	. .	.	.	29*l.* 10*s.*	9	.	1*l.* 17*s.* 7*d.*	2	.	.	29*l.* 10*s.*
467	Including site.	.	.	300 about.	The school is expected to support itself.						111
253	. .	.	.	312	50	12	.	14	1 work.	77	230

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	
The erection of a master's house	Dummer.	Endowed school.	3	.	.	.	.	.	
The erection of a school and residence.	Cardigan, St. Mary's.	N.	Vicar and his successors.						
Ditto.	Verwood.	N.	2	.	.	.	.	.	
Ditto.	Harrold	N.	1	3	and 2 Churchwarden				
Ditto.	Nash	N.	2	1	.	.	.	.	
Ditto.	Noak Hill	N.	2	.	.	.	.	.	
The erection of a school-house . .	Pressingfield. . .	N.	Vicar and Churchwardens.						
The erection of a school and residence.	Fairnington . . .	S.	1	1	.	.	.	.	
Ditto.	Owthorne	N.	Minister, Churchwardens, and 2 Farmers.						
Ditto.	Forth Iron Works (Oakley School).	S.	.	3	.	.	.	.	
The erection of a school-house . .	Winchester, St. Thomas.	N.	2	2	.	.	.	.	
The erection of a master's house .	Ninebanks. . . .	N.	Minister and Chapelwarden.						
The erection of a school and residence.	Horndon on the Hill.	N.	Vicar, Churchwardens, and Overseers.						
Ditto.	Elton, All Saints'	N.	2	and 2 Churchwardens.					
The erection of a school-house .	Kentchurch, Endowed school.	N.	1	1	and 1 Churchwarden				
The erection of a school and residence.	Brighton, St. John's.	N.	3	.	.	.	.	.	

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	500	. .	.	. .	.	84
by 78 feet.	4,900 sq. feet.	3,000	. .	.	A school to be merged into the present application.	.	322
1 acre.	. .	684	. .	.	A Dissenters' school.	.	120
of an acre.	Residue of site	1,007	. .	.	One held in a barn.	.	200
f an acre.	None required.	550	. .	.	. .	.	75
. .	. .	450	. .	.	A dame school only		96
of an acre.	Residue of site.	1,556	10*l.* a-year for five boys, left by Archbishop Sancroft.	.	A Sunday school and a Baptist school.	.	150
sq. yards.	. .	191	. .	.	. .	.	60
1 acre.	1 rood.	480	. .	.	. .	.	84
1 acre.	Residue of site.	1,500	. .	.	. .	.	486
by 22 feet.	36 by 20 feet.	2,300	Imber Charity for clothing and educating ten girls.	.	. .	.	150
. .	. .	783	Interest of 80*l.*	.	. .	.	63
quare feet.	80 yards.	600	. .	.	. .	.	100
00 sq. yds.	1,000 sq. yds.	5,000	. .	.	Two schools connected with factories.	150	574
of an acre.	. .	500	160*l.* at 3 per cent., house and garden, 5*l.* per annum.	.	. .	.	66
. .	. .	6,000	. .	.	Two Dissenting schools.	.	522

(*Continued on pages* 654, 655.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated
	£	£	£	£	£	£	£	£	£	
Dummer	Estimated cost, 90*l.*			.	.	.	.	.	.	
Cardigan, St. Mary's.	Estimated cost, 1,358*l.*			.	.	.	.	.	.	
Verwood.	.	160	.	.	.	.	80	5	10 Sundries.	
Harrold	30	390	.	.	18	.	80	5	.	
Nash	Estimated cost, 151*l.*			.	.	.	.	.	.	.
Noak Hill. . . .	.	240	10	.	5	.	180	.	.	
Pressingfield. . .	Estimated cost, 360*l.*			.	.	.	.	.	.	.
Fairnington . . .	Estimated cost, 156*l.*			.	.	.	.	.	.	.
Owthorne	.	75	.	.	4 &c.		91	.	.	
Forth Iron Works, (Oakley school).	200	1,000	.	.	300 walls and other expenses	.	.	.	.	
Winchester, St. Thomas.	Estimated cost, 820*l.*			.	.	.	.	.	.	.
Ninebanks. . . .	10 given.	.	.	.	2	.	120	8	.	
Horndon on the Hill.	Estimated cost, about 190*l.*			.	.	.	.	.	.	.
Eton, All Saints'	.	1,300 and house.	.	.	.	.	.	12	20 architect.	
Kentchurch, Endowed school.	.	75	15	.	5	.	5 alteration in.	5 extra.	.	
Brighton, St. John's.	215	1,250 and house.	50	.	.	.	.	12	.	

Amount Subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
50	20 N. S.	.	.	20	25	.	15	6	.	46	20
373	150 N. S.	.	.	977	50	Collections and fees uncertain.					322
110	40 N. S.	.	.	105	16	.	.	3	*	.	105
165	110 N. S.	20 Sermon.	.	248	45	.	.	35	.	80	200
.	George Pardoe, Esq. will bear all the expense.				25	3	.	3	.	31	73
220	. .	.	.	210	Not stated.			.	.	.	96
180	. .	.	.	125	30	.	50 given by the Vicar.	33	.	113	113
100	. .	.	.	About 60	Fees 20*l.*, and a salary of 10*l.* has been guaranteed by the General Assembly Education Committee.						60
25	40 N. S.	.	.	105	45	.	.	26	.	71	64
500	From the Iron Company.			1,000	Not particularized.				.	.	486
500	. .	.	.	200	11	17	22	25	.	75	113
60	. .	.	.	80	.	.	3*l.* 4*s.*	About 30	.	.	35
120	.	.	.	70	30	.	.	1*d.* and 2*d.* a-week.	.	.	70
330	. .	.	.	1,000	80	By fees and collections, if necessary.					574
60	. .	.	.	45	20	†	.	10	.	40	43
550	200 N. S.		.	700 about.	.	.	Fees, 210*l.*		.	.	322

* Any deficiency will be made up by the Vicar.

† 100*l.* at 3 per cent. . . . . 4*l.* 16*s.* 0*d.*
House and garden . . . . 5*l.* 0*s.* 0*d.* = 9*l.* 16*s.* 0*d.*

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Hawkwell . . .	.	92	50 fencing and fittings.	.	.	.	78		.	220
Preston, St. Thomas.	106	689	10	.	.	.	.	6	.	811
Bromley, Pensnett.	200	314	15	.	48	.	260	13	.	850
Pensnett, Dudley	200	577	43	.	48	.	298	13	.	1,177
Hednor	Estimated cost, 400*l*.			.	.	.	.	.	.	.
Birmingham, Bishop Ryder's.	400	475	.	.	60 &c.	.	510	10	15 sundries.	1,470
Braunston . . .	.	108	.	.	12	.	.	.	.	120
Cuddesdon . . .	.	103	.	.	.	.	130	.	.	233
Cantley	40 given.	724 and houses.	.	.	30	.	.	5	.	769
Cookham Dean .	140	150	.	.	.	.	140	.	.	430
Ferry Hill . . .	.	192	.	.	40	.	143	10	.	345
St. Ippolyt's . .	5	219	42	.	.	.	104	5	.	405
Ibbstock	Estimated cost, 157*l*.			.	.	.	.	.	.	.
Leeds, Newtown	160 given.	900	.	.	.	.	310	10	40	1,450
Medsted	.	96	.	.	9	15 cartage.	.	.	.	120

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in school, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
45 by 170 ft.	Residue of site.	3,000	. .	.	One National school.	200	291
. .	. .	8,000	. .	.	. .	.	500
. .	. .	2,000	. .	.	. .	.	229
. .	. .	300	. .	.	. .	.	64
¼ of an acre.	Residue of site.	2,000	One for teaching 6 children.	.	One or two dame schools.	.	285
07 sq. yards.	412 sq. yards.	30,000	. .	.	Dissenters' Sunday schools, and Saint John's school, in a hired room.	.	408
8 by 34 feet.	. .	30,000	. .	.	Not any in this district.	.	185
34 by 57½ ft.	57 by 40 ft.	2,000	. .	.	Only one school for the whole town.	.	108
050 sq. yards.	520 sq. yards	1,000	. .	.	. .	.	238
15 poles.	12 poles.	8,000	. .	.	One only, 80 or 90 children.	.	130
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
25 poles.	None required.	1,353	. .	.	Two adventure schools, held in garrets.	.	182
1 acre.	None required.	340	. .	.	. .	.	70
. .	. .	.	. .	.	. .	.	182
6 by 23 feet.	Residue of site.	5,000	Harrison's Charity.	.	A National school	.	161
. .	780 sq. feet. for infants.	6,000	. .	.	. .	.	373
. .	. .	.	. .	.	. .	.	200

(*Continued on pages* 658, 659.)

At	Total Estimated Expense of School-building.									
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Brading.	52	510	.	.	.	.	.	12	.	574
Leek	.	.	.	.	.	.	350	.	.	350
Martock.	.	.	.	.	.	.	130	.	.	130
Wingates	.	.	.	.	.	.	92	.	.	92
Taxal and Fernilee.	Given.	600	.	.	60	.	.	10	.	670
Deritend, St. John's.	600 given.	1,200 and house.	besides fittings.		.	.	.	.	.	1,800
Portsea, All Saints.	.	287	.	.	.	.	.	5	4	296
Ardrossan	.	190	36 wash-house.	11 privy.	13	10	139	5	30 paving	434
Burley.	135 given.	685 and house.	60	.	.	.	.	30 and other expenses	.	910
Rosebank	Estimated expense.			.	.	.	.	.	.	200
St. Helen's (Cowley's Charity.)	.	.	.	.	.	.	.	.	.	.
Ebley.	.	.	.	.	.	.	.	.	.	.
Kersland Barony .	25	170	20	10 warming	15	.	.	.	.	270
Bisley	.	180	.	.	5	.	105	5	.	295
Stockingford. . .	.	81	10 stoves.	12	8 gravel.	.	.	6	.	117
Fakenham (Boys Schools.)	.	315 and fittings.	.	.	60	.	.	.	.	375
Stockwell, St. Michael.	800 and house.	1,248	124	.	92	.	.	.	.	2,264
Bottisham	Estimated cost, 125*l*.			.	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet.
.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
feet.	67 by 63 feet.	1,100	. .	.	One school-room and some dame schools.	.	171
feet.	Residue of site.	430	. .	.	Two Sunday schools.	.	60
re.	¼ acre.	1,560	. .	.	A commercial school and five dame schools.	.	160
.	. .	6,000	Sir Robert Peel's endowed school A school of industry. Two village schools. Rev. J. Rawlett's school. Two dame schools, with 5*l.* a-year.	50 boys 30 girls 20	. .	.	592
.	None required.	2,000	. .	.	. .	.	220
. feet.	A yard.	9,000	Some small endowments not open to the parishioners in general.	.	National school . Black coat ,, . Blue coat ,, .	. 20 134	502
yards.	541 sq. yards.	980	In 1643 Mr. J. Cooper gave 300*l.* for a school.	.	. .	.	150
.	. .	2,014	. .	.	Two schools . . .	150	60
.	. .	8,000	. .	.	A Roman Catholic school.	150	200
re.	Residue of site.	2,000	. .	.	None but dame schools.	.	240
yards.	. .	600	. .	.	A Dissenting school.	30	100
	. .	360	39*l.* 11*s.* 1*d.* belonging to the parish of Warkleigh.	.	. .		51
yards.	1,408 sq. yards.	5,000	. .	.	The parish school and adventure schools.	150	111
) feet.	. .	2,353	. .	.	. .	.	230

(*Continued on pages* 650, 651.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
Plaxtol	£ 35 given.	£ 301	£ 20	£ 25 stove.	£ 46	£ .	£ 169	£ 10	£ .	£ 606
Spaldwick . . .	10 given.	124	.	.	.	.	70	6	10	220
Send and Ripley	.	430 and fittings.	.	.	20 and legal.	.	.	.	.	450
Tamworth . . .	.	.	.	.	Estimated cost, 327*l*.			.	.	.
Wharton.	180 and old school given.	460	.	.	.	.	.	10	.	650
Westminster, Christchurch, Broadway.	1,850 given	2,200 and house.	.	.	.	.	.	30	.	4,080
Marston Sicca . .	15 given.	260	20	.	7	.	.	20	.	322
Allenheads, St. Peter's.	40 given.	.	.	.	15	.	60	5	.	120
Cheltenham, (Charity school).	.	400	.	.	20	.	220	30	.	670
Great Waltham .	50 given.	678	.	.	20	.	167	10	80	1,005
Colwyn.	5	135	20	.	.	.	95	5	12 architect.	272
Warkleigh and Salterleigh.	5*l*. 10*s*.	90 and house.	5	.	5	.	.	9	.	114
Gald	150 given.	200	.	.	100 &c.	.	300	.	.	750
Sittingbourne . .	.	320 and fittings.	.	.	.	.	230	.	.	570

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
372	. .	.	.	177	7	.	.	35	.	42	130
117	30 Huntingdon Board.	.	.	90	10	5	.	10	.	25	45
180	70 N. S.	.	.	200	45	5	.	25	.	.	120
					and produce of work.						
182	. .	.	.	145	84	35	8 Rawlett's Charity.	70	.	197	90
280	60 N. S.	.	.	310	40			and children's pence.			165
3,010	Including site.	.	.	240	.	60	.	3*l.* a-week.	.	.	500
94	N. S.	.	.	228	8	5	.	39	.	52	113
55	20 N. S.	.	.	45	.	School fees, 3*s.* a-quarter.				.	30
170	. .	.	.	500	60	.	55	.	.	115	150
531	. .	.	.	474	50	.	.	50	.	100	240
100	. .	.	.	172	25	.	.	1*d.* a-week	.	.	100
85	. .	.	.	29*l.* 10*s.*	9	.	1*l.* 17*s.* 7*d.*	2	.	.	29*l.* 10*s.*
467	Including site.	.	.	300 about.	The school is expected to support itself.						111
253	. .	.	.	312	50	12	.	14	1 work.	77	230

Object of Application.		Description of School.	Number of Trustees under several Heads.					
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.
The erection of a master's house	Dummer.	Endowed school.	3	.	.	.	.	.
The erection of a school and residence.	Cardigan, St. Mary's.	N.	Vicar and his successors.					
Ditto.	Verwood.	N.	2	.	.	.	.	.
Ditto.	Harrold	N.	1	3	and 2 Churchwarde			
Ditto.	Nash	N.	2	1	.	.	.	.
Ditto.	Noak Hill	N.	2	.	.	.	.	.
The erection of a school-house . .	Fressingfield. . .	N.	Vicar and Churchwardens.					
The erection of a school and residence.	Fairnington . . .	S.	1	1	.	.	.	.
Ditto.	Owthorne	N.	Minister, Churchwardens, a 2 Farmers.					
Ditto.	Forth Iron Works (Oakley School).	S.	.	3	.	.	.	.
The erection of a school-house . .	Winchester, St. Thomas.	N.	2	2	.	.	.	.
The erection of a master's house .	Ninebanks. . . .	N.	Minister and Chapelwarde					
The erection of a school and residence.	Horndon on the Hill.	N.	Vicar, Churchwardens, and Overseers.					
Ditto.	Elton, All Saints'	N.	2	and 2 Churchwardens.				
The erection of a school-house .	Kentchurch, Endowed school.	N.	1	1	and 1 Churchwarde			
The erection of a school and residence.	Brighton, St. John's.	N.	3	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	500	. .	.	. .	.	84
y 78 feet.	4,900 sq. feet.	3,000	. .	.	A school to be merged into the present application.	.	322
acre.	. .	684	. .	.	A Dissenters' school.	.	120
an acre.	Residue of site	1,007	. .	.	One held in a barn.	.	200
an acre.	None required.	550	. .	.	. .	.	75
. .	. .	450	. .	.	A dame school only		96
an acre.	Residue of site.	1,556	10*l.* a-year for five boys, left by Archbishop Sancroft.	.	A Sunday school and a Baptist school.	.	150
q. yards.	. .	191	. .	.	. .	.	60
acre.	1 rood.	480	. .	.	. .	.	84
acre.	Residue of site.	1,500	. .	.	. .	.	486
y 22 feet.	36 by 20 feet.	2,300	Imber Charity for clothing and educating ten girls.	.	. .	.	150
. .	. .	785	Interest of 80*l.*	.	. .	.	63
are feet.	80 yards.	600	. .	.	. .	.	100
sq. yds.	1,000 sq. yds.	5,000	. .	.	Two schools connected with factories.	150	574
an acre.	. .	500	160*l.* at 3 per cent., house and garden, 5*l.* per annum.	.	. .	.	66
. .	. .	6,000	. .	.	Two Dissenting schools.	.	522

(*Continued on pages* 654, 655.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated
	£	£	£	£	£	£	£	£	£	£
Dummer	Estimated cost, 90*l.*			.	.	.	.	.	.	.
Cardigan, St. Mary's.	Estimated cost, 1,358*l.*			.	.	.	.	.	.	.
Verwood.	.	160	.	.	.	.	80	5	10 Sundries.	25
Harrold	30	390	.	.	18	.	80	5	.	53
Nash	Estimated cost, 151*l.*			.	.	.	.	.	.	.
Noak Hill. . . .	.	240	10	.	5	.	180	.	.	43
Fressingfield. . .	Estimated cost, 360*l.*			.	.	.	.	.	.	.
Fairnington . . .	Estimated cost, 156*l.*			.	.	.	.	.	.	.
Owthorne	.	75	.	.	4 &c.		91	.	.	17
Forth Iron Works, (Oakley school).	200	1,000	.	.	300 walls and other expenses	.	.	.	.	1,50
Winchester, St. Thomas.	Estimated cost, 820*l.*			.	.	.	.	.	.	.
Ninebanks. . . .	10 given.	.	.	.	2	.	120	8	.	140
Horndon on the Hill.	Estimated cost, about 190*l.*			.	.	.	.	.	.	.
Eton, All Saints'	.	1,300 and house.	.	.	.	.	.	12	39 architect.	1,351
Kentchurch, Endowed school.	.	75	15	.	5	.	5 alteration in.	5 extra.	.	105
Brighton, St. John's.	215	1,250 and house.	50	.	.	.	.	12	.	1,35

Amount Subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£ 50	£ 20 N. S.	£ .	£ .	£ 20	£ 25	£ .	£ 15	£ 6	£ .	£ 46	£ 20
373	150 N. S.	.	.	977	50	Collections and fees uncertain.					322
110	40 N. S.	.	.	105	16	.	.	3	*	.	105
165	110 N. S.	20 Sermon.	.	248	45	.	.	35	.	80	200
.	George Pardoe, Esq. will bear all the expense.				25	3	.	3	.	31	75
220	. .	.	.	210	Not stated.			.	.	.	96
180	. .	.	.	125	30	.	50 given by the Vicar.	33	.	113	113
100	. .	.	.	About 60	Fees 20*l.*, and a salary of 10*l.* has been guaranteed by the General Assembly Education Committee.						60
25	40 N. S.	.	.	105	45	.	.	26	.	71	64
500	From the Iron Company.			1,000	Not particularized.				.	.	486
500	. .	.	.	200	11	17	22	25	.	75	113
60	. .	.	.	80	.	.	3*l.* 4*s.*	About 30	.	.	35
120	.	.	.	70	30	.	.	1*d.* and 2*d* a-week	.	.	70
330	. .	.	.	1,000	80	By fees and collections, if necessary.					574
60	. .	.	.	45	20	†	.	10	.	40	45
550	200 N. S.		.	700 about.	.	.	Fees, 210*l.*		.	.	322

* Any deficiency will be made up by the Vicar.
† 100*l.* at 3 per cent. . . . . 4*l.* 16*s.* 0*d.*
House and garden . . . . 5*l.* 0*s.* 0*d.* = 9*l.* 16*s.* 0*d.*

Object of Application.			Number of Trustees under several Heads.					
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.
The erection of a school and residence	Brading	B.	.	.	Three.			.
The erection of a master's house	Leek	N.	.	.	.	.	.	.
Ditto	Martock	N.	.	Same as school.				
Ditto	Wingates	N.	Five—Minister and Church-wardens.					
The erection of a school-house .	Taxal and Fernilee.	N.	1	4	and 2 Churchwarde			
The erection of schools and residences.	Deritend, St. John's.	N.	.	.	Not stated.			.
The erection of a school-house .	Portsea, All Saint's.	N.	.	.	Three.			.
The erection of a school and residence.	Ardrossan		Earl of Eglinton, Ministe and Kirk Session.					
Ditto	Burley	N.	1	.	.	.	.	.
Enlarging and improving the present school.	Rosebank	S.	The Kirk Session of Dundee					
For additional grant	St. Helen's (Cowley's Charity).	N.	.	.	.	.	.	.
Ditto.	Ebley.	B.	.	.	.	.	.	.
The erection of a school-house .	Kersland Barony .	S.	Seven, and the members of Kirk Session of Dalry.					
The erection of a school and residence.	Bisley.	N.	Incumbent and Churchwarde with the Incumbents of adjoining parishes.					
Enlarging and fitting up school.	Stockingford. . .	N.	.	.	.	.	.	.
The erection of a school-house. .	Fakenham (Boys' schools.)	B.	(Same as girls' school.)					
Ditto.	Stockwell, St. Michael.	N.	.	.	Three.		.	.
The erection of a master's residence.	Bottisham. . . .	N.	The Trustees of the school.					

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in school, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
5 by 170 ft.	Residue of site.	3,000	. .	.	One National school.	200	291
. .	. .	8,000	. .	.	. .	.	500
. .	. .	2,000	. .	.	. .	.	229
. .	. .	300	. .	.	. .	.	64
of an acre.	Residue of site.	2,000	One for teaching 6 children.	.	One or two dame schools.	.	285
07 sq. yards.	412 sq. yards.	30,000	. .	.	Dissenters' Sunday schools, and Saint John's school, in a hired room.	.	408
8 by 34 feet.	. .	30,000	. .	.	Not any in this district.	.	185
14 by 57½ ft.	57 by 40 ft.	2,000	. .	.	Only one school for the whole town.	.	108
050 sq. yards.	520 sq. yards	1,000	. .	.	. .	.	238
15 poles.	12 poles.	8,000	. .	.	One only, 80 or 90 children.	.	130
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
25 poles.	None required.	1,353	. .	.	Two adventure schools, held in garrets.	.	182
1 acre.	None required.	340	. .	.	. .	.	70
. .	. .	.	. .	.	. .	.	182
6 by 23 feet.	Residue of site.	5,000	Harrison's Charity.	.	A National school	.	161
. .	780 sq. feet. for infants.	6,000	. .	.	. .	.	373
. .	. .	.	. .	.	. .	.	200

(*Continued on pages* 658, 659.)

At	Total Estimated Expense of School-building.									
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Brading.	52	510	.	.	.	.	.	12	.	574
Leek	.	.	.	.	.	.	350	.	.	350
Martock.	.	.	.	.	.	.	130	.	.	130
Wingates	.	.	.	.	.	.	92	.	.	92
Taxal and Fernilee.	Given.	600	.	.	60	.	.	10	.	670
Deritend, St. John's.	600 given.	1,200 and house.	besides	fittings.	.	.	.	.	.	1,800
Portsea, All Saints.	.	287	.	.	.	.	.	5	4	296
Ardrossan	.	190	36 wash-house.	11 privy.	13	10	139	5	30 paving	434
Burley.	135 given.	685 and house.	60	.	.	.	.	30 and other expenses	.	910
Rosebank	Estimated expense.			.	.	.	.	.	.	200
St. Helen's (Cowley's Charity.)	.	.	.	.	.	.	.	.	.	.
Ebley.	.	.	.	.	.	.	.	.	.	.
Kersland Barony.	25	170	20	10 warming	15	.	.	.	.	270
Bisley	.	180	.	.	5	.	105	5	.	295
Stockingford. . .	.	81	10 stoves.	12	8 gravel.	.	.	6	.	117
Fakenham (Boys Schools.)	.	315 and fittings.	.	.	60	.	.	.	.	375
Stockwell, St. Michael.	800 and house.	1,248	124	.	92	.	.	.	.	2,264
Bottisham	Estimated cost, 125*l*.			.	.	.	.	.	.	.

Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
70	. .	.	.	302	.	Not particularized.				.	291
00	50 N. S.	.	.	100	52	22	.	46	.	120	85
45	25 N. S.	.	.	60	25	6	.	28	.	69	32
54	. .	.	.	38	10	and fees.		.	.	.	23
76	. .	.	.	394	23	20	.	65	.	108	214
00	Including site.	.	.	600	30	20	.	70	.	120	408
93	. .	.	.	201	40	25	.	50	.	115	139
96	. .	.	.	138	10	10	.	5	5	30	108
35 ·- ling te.	100 N. S.	.	.	275	.	Not particularized.				.	238
00	Value of present property.			60 about.	The Kirk Session will supply any deficiency in the fees.						100
.	. .	.	.	.	.	.	.	.	.	.	115
.	. .	.	.	.	.	.	.	.	.	.	167
00	. .	.	.	170	Cannot be stated.			.	.	.	138
20	35 N. S.	.	.	85	15	5	.	9	2	31	70*
52	. .	.	.	65	.	.	.	.	.	.	64
25	. .	.	.	150	Not particularized, but the school will be supported.						120
00	250 N. S.	500 South-wark Fund.	.	814	.	.	Ample funds.			.	260
	. .	.	.	.	.	.	.		.	.	50

* Condition: walls 14 inches.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
For addition grant	St. Monan's . . .	S.	.	.	.	.	.	.	.
Ditto.	Attercliffe, . . .	N.	.	.	.	.	.	.	.
For additional aid to enlarge school-house.	Northorpe	N.	.	.	.	.	.	.	.
For additional grant	Cuddesdon . . .	N.	.	.	.	.	.	.	.
Ditto	Chester, St. Mary	N.	.	.	.	.	.	.	.
Ditto	Brown Edge . . .	N.	.	.	.	.	.	.	.
Ditto.	Borth	N.	.	.	.	.	.	.	.
Ditto.	Lockington . . .	N.	.	.	.	.	.	.	.
Effecting certain improvements in school-house.	Chester (Queen-street.)	B.	.	.	.	.	.	.	.
For additional grant	Lochalin. . . .	S.	.	.	.	.	.	.	.
Ditto.	Knightley, Norbury Ranton.	N.	.	.	.	.	.	.	.
Ditto.	Lower Gornal . .	N.	.	.	.	.	.	.	.
Effecting improvements in school-house.	Gildersome . . .	N.	.	.	.	.	.	.	.
For additional grant	Blidworth	N.	.	.	.	.	.	.	.
The erection of a school-house .	Chelsea, St. Saviour's.	N.	.	.	.	.	.	.	.
For additional grant	Bishop's Stortford	B.	.	.	.	.	.	.	.
Ditto.	Ecclesfield, Highgreen.	N.	.	.	.	.	.	.	.
Ditto.	Ruabon	N.	.		.		.	.	.
The erection of a school and residence.	Surbiton	N.	Bishop, Minister, and Churchwardens.						
Additional aid towards erecting a class-room, &c.	King's Somborne.	N.	.	.	.	.	.	.	.
Enlarging school-house	Mydrim	Endowed school.	.	.	.	.	.	.	.
For additional grant	Liverpool, St. Barnabas.	N.	.	.	.	.	.	.	.
Ditto	Chelsea, Christchurch.	N.	.	.	.	.	.	.	.
Ditto	Redgrave and Botesdale.	N.	.	.	.	.	.	.	.
Ditto	Feering	N.	.	.	.	.		.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
..	..	.	..	.	..	.	.
..	..	.	..	.	..	.	.
..	..	.	..	.	..	.	.

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
St. Monan's . . .	.	.	.	.	.	.	.	.	.	.
Attercliffe. . . .	.	.	.	.	.	.	.	.	.	.
Northorpe. . . .	.	.	.	.	.	.	.	.	.	.
Cuddesdon . . .	.	.	.	.	.	.	.	.	.	.
Chester, St. Mary	.	.	.	.	.	.	.		.	.
Brown Edge. . .	.	.	.	.	.	.	.		.	.
Borth	.	.	.	.	.	.	.	.	.	.
Lockington . . .	.	.	.	.	.	.	.	.	.	.
Chester (Queen-street.)	Estimated cost, 150*l.*			.	.	.	.	.	.	.
Lochalin	.	.	.	.	.	.	.	.	.	.
Knightley, Norbury Ranton.	.	.	.	.	.	.	.	.	.	.
Lower Gornal . .	.	.	.	.	.	.	.	.	.	.
Gildersome . . .	Estimated cost, 71. 10*s.*			.	.	.	.	.	.	.
Bildworth. . . .	.	.	.	.	.	.	.	.	.	.
Chelsea, St. Saviours.	.	.	.	.	.	.	.	.	.	.
Bishop's Stortford	.	.	.	.	.	.	.	.	.	.
Ecclesfield, Highgreen.	.	.	.	.	.	.	.	.	.	.
Ruabon	.	.	.	.	.	.	.	.		.
Surbiton . . .	.	63	.	.	.	.	300	.	.	963
King's Somborne	.	.	.	.	.	.	.	.	.	.
Mydrim	Estimated cost, 20*l.*			.	.	.	.	.	.	.
Liverpool, St. Barnabas.	.	.	.	.	.	.	.	.	.	.
Chelsea, Christchurch.	.	.	.	.	.	.	.	.	.	.
Redgrave and Botesdale.	.	.	.	.	.	.	.	.	.	.
Ferring	.	.	.	.	.		.	.	.	.

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
. .	. .	.	.	.	.	.	.	.	.	.	23
. .	. .	.	.	.	.	.	.	.	.	.	70
. .	. .	.	.	.		.	.	.	.	.	18
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450	50 N. S.	.		150	.	.	.	.	.	.	50
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550	. .	.	.	380	.	.	Total income 120*l.*			.	271
.	. .	.	.	.	.	.	.	.	.	.	74
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Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The liquidation of a debt upon building.	Tasburgh	N.	.	.	.	.	.	.	.
For additional grant	Sheffield Park . .	B.	.	.	.	.	.	.	.
The erection of a school and residence.	Chittlehampton .	N.	.	.	Not named.			.	.
The erection of a school-house . .	Charterhouse, St. Thomas.	N.	.	.	.	.	.	.	.
For additional grant	New Radford. . .	N.	.	.	.	.	.	.	.
Ditto, ...	Devonport . . .	Naval and Military School.	.	.	.	.	.	.	.
Ditto, ...	Llanengan	B.	.	.	.	.	.	.	.
Ditto, ...	Kenton	N.	.	.	.	.	.	.	.
Ditto, ...	Llandudno. . . .	N.	.	.	.	.	.	.	.
	Shirehampton*. .	N.							
For additional grant	Ison Green. . . .	N.	.	.	.	.	.	.	.
Ditto, ...	Gloucester, St. Michael.	N.	.	.	.	.	.	.	.
Ditto, ...	Powick	N.	.	.	.	.	.	.	.
Ditto, ...	Dover (Trinity) .	N.	.	.	.	.	.	.	.
Ditto, ...	Loundside	Endowed school.	.	.	.	.	.	.	.
Ditto, ...	Thirsk.	B.	.	.	.	.	.	.	.
Ditto, ...	Chasewater . . .	N.	.	.	.	.	.	.	.
Erecting a wall, and repairing out-buildings.	Bramcote	N.	.	.	.	.	.	.	.
Enlarging the master's residence	Billinge.	Church school.	3	3	.	.	.	.	.
The erection of a school and residence.	Bedfont	N.	Vicar and Churchwardens						
Ditto, ...	Chertsey	N.	Vicar and Churchwardens.						
Ditto, ...	Carnbo	S.	1	5	.	.	.	.	.
The erection of a school-house. .	Fakenham. . . .	N.	2	3	.	.	.	.	.

* Grant reduced to £40, a smaller school-room having been built than was originally intended. Number of children, 53.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	527	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	1,200	. .	.	One Girls' school.	.	82
118 by 30 feet.	Boys', 100 yds. Girls', 120 yds.	8,000	. .	.	One in Honduras-street.	.	660
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. .	.	2,200	. .	.	. .	.	108
2 roods 10 poles	. .	1,200	. .	.	Schools belonging to the Church, held in hired rooms.	.	152
100 by 96 feet.	70 square feet.	3,175	Sir Wm. Perkins' endowed school.	200	. .	.	187
60 poles.	½ of an acre.	600	. .	.	One school. . . .	100	146
. .	¼ a rood.	2,500	12*l.* 10*s.* from Harrison's Charity.	.	The National schools.	.	402

(*Continued on pages* 666, 667.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Tasburgh	Cost of building, 244*l.* 12*s.* 5*d.*			.	.	.	.	.	.	.
Sheffield Park . .	.	.	.	.	.	.	.	.	.	.
Chittlehampton .	Estimated cost, 150*l.*			.	.	.	.	.	.	.
Charterhouse, St. Thomas.	Estimated cost, 1515*l.*			.	.	.	.	.	.	.
New Radford . .	.	.	.	.	.	.	.	.	.	.
Devonport . . .	.	.	.	.	.	.	.	.	.	.
Llanengan . . .	.	.	.	.	.	.	.	.	.	.
Kenton	.	.	.	.	.	.	.	.	.	.
Llandudno . . .	.	.	.	.			.	.	.	.
Shirehampton . .										
Ison Green . . .	.	.	.	.	.		.	.	.	.
Gloucester, St. Michael.	.	.	.	.	.	.	.	.	.	.
Powick	.	.	.	.	.	.	.	.	.	.
Dover (Trinity) .	.	.	.	.	.	.	.	.	.	.
Loundside . . .	.	.	.	.	.	.	.	.	.	.
Thirsk	.	.	.	.	.	.	.	.	.	.
Chasewater . . .	.	.	.	.	.	.	.	.	.	.
Bramcote	Estimated expense, 7*l.* 13*s.*			.	.	.	.	.	.	.
Billinge	Estimated cost, 230*l.*			.	.	.	.	.	.	.
Bedfont	40 given.	684 and house.	.	20	.	.	.	.	.	704
Chertsey	Estimated cost, 800*l.*			.	.	.	.	.	.	.
Carnbo	.	150	80 cartage.	.	5	.	100	5	.	340
Fakenham . . .	250	400	.	.	.	.	.	.	.	650

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
146	20 N. S.	20 Norwich Board.	.	58 debt	.	.	.	.	.	.	40
.	. .	.	.	.	.	.	.	.	.	.	133
45	30 N. S.	.	.	75	.	Estimated income, 19*l.* 12*s.*				.	60
380	. .	.	.	600	.	.	Not stated.		.	.	330
.	. .	.	.	.	.	.	.	.	.	.	130
.	. .	.	.	.	.	.	.	.	.	.	122
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39	. .	.	.	About 100	.	.	40	5*d.* a-week.	.	.	56*l.* 10*s.*
447 including site.	80 N. S.	.	.	200	55	.	.	2*s.* 2*d.* a quarter.	.	.	108
500	. .	.	.	300	50	20	.	1*d.* a-week.	.	.	140
150	. .	.	.	190	.	.	.	50	.	50	146
250	30 Burnham Society.	.	.	400	.	.	12*l.* 10*s.*	45	.	57	200

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The completion of a school-house	Gorbals	S.	.	.	Seven.		.	.	.
The erection of a school-house . .	King's Sutton . .	N.	.	2	and the Vicar and Church wardens.				
The erection of a school and residence.	Lyddington . . .	N.	2	and Rector and Church wardens.					
The erection of a school-house . .	Mount Pleasant, Whitehaven.	N.	2	2	.	.	.	.	.
The erection of a school and residence.	Oaby	N.	Minister and Churchwardens.						
The erection of a school-house . .	Sibbertoft . . .	N.	Vicar and Churchwardens.						
The erection of a school and residence.	Thornaby	N.	Incumbent and Churchwardens						
The erection of a school-house only.	Silverton	.	(See *Ante*). Grant reduced to						
For additional grant	Leighton Buzzard	B.	.	.	.	.	.	.	.
The erection of a training and model school, and residence.	Carmarthen, St. David's.	N.	10	.	.	.	.	.	.
For additional aid towards the erection of a master's house.	Westleton	N	.	.	.	.	.	.	.
The erection of a school and residence.	Barnley.	N.	4	.	.	.	.	.	.
Ditto	Kilham	N.	2	and two Churchwardens.					
For additional grant	Fen Ditton. . . .	N.	.		.	.	.	.	.
Ditto.	Woodham Ferrers	N.	.	.	.	.	.	.	.
Ditto.	Lower Hardres.	N.	.	.	.	.	.	.	.
Ditto.	Blackley, Crab Lane.	N.	.	.	.	.	.	.	.
Ditto.	Portishead. . . .	N.	.	.	.	.	.	.	.
Ditto	Romsey.	B.	.	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
ards.	220 yards.	20,000	. .	.	Private schools. . Roman Catholic do. Gorbal's youths' schools	280 380 200	240
3 feet.	Residue of site.	1,400	. .	.	The National schools, held in a temporary room.	.	240
hes.	12 poles.	450	. .	.	. .	.	80
ds.	658 super. yds.	4,000	. .	.	British school . . Roman Catholic do	150 100	320
	Residue of site.	1,200	Funds arising from a piece of land called the Poor Plot.	.	One Sunday school One infant ditto.	.	220
hes.	. .	430	. .	.	Dame schools only	.	121
feet.	38 by 40 feet.	2,000	. .	.	One school in a small hired room.	.	300
	. .	.	. .	.	. .	.	.
e.	½ of an acre.	5,000	. .	.	One Sunday school Two ditto Dissenters'.	400 400	430
	. .	.	. .	.	. .	.	.
feet.	Boys', 1,340 sq. feet. Girls', 1,200 sq. feet.	3,000	. .	.	. .	.	496
	None required.	1,200	An endowed grammar school. (The master is a Wesleyan.)	.	Four dame schools and the Church Sunday school.	.	200
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(*Continued on pages* 670, 671.)

At.	Total Estimated Expense of School-building.								
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's house.	Law Expenses.	Other Expenses.
	£	£	£	£	£	£	£	£	£
Gorbals	165	268	22	35	17	.	.	10	.
King's Sutton . .	20	592	20	.	.	.	.	15	.
Lyddington . . .	.	200	.	.	.	.	100	50	.
Mount Pleasant, Whitehaven.	150	520	50	.	80	.	.	10	.
Oaby	.	334	39	.	6	.	222	.	10
Sibbertoft . . .	5	499	20	.	5	.	25 archi-tect.	9	.
Thornaby	50	757 and house.	.	.	.	.	.	10	30 archi-tect.
Silverton									
Leighton Buzzard	.	.	.	.	.	.	.	.	.
Carmarthen, St. David's.	150	746	62	.	150	.	288	10	.
Westleton . . .	Estimated cost, 181*l.* 12*s.*			.	.	.	.	.	.
Burnley	134	560	.	.	10	.	220	10	.
Kilham	30 given.	222 and house.	.	.	.	.	.	10	.
Fen Ditton . . .	.	.	.	.	.	.	.	.	.
Woodham Ferrers	.	.	.	.	.	.	.	.	.
Lower Hardres .	.	.	.	.	.	.	.	.	.
Blackley, Crab Lane	.	.	.	.	.	.	.	.	.
Portishead . . .	.	.	.	.	.	.	.	.	.
Romsey	.	.	.	.	.	.	.	.	.

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£	£
264	. .	.	.	220	.	.	.	About 150*l.*	.	.	200
258	. .	.	.	269	49	.	.	18	.	67	120
169	. .	.	.	180	10	10	.	4	.	.	60
352	150 N. S.	.	.	408	.	Not particularized.				.	200
302	. .	.	.	About 300	20	.	30 Poor Plot.	40	.	90	165
316	. .	.	.	267	20	.	.	7	.	27	60
220	. .	.	.	677	.	25	.	80	.	105	225
.	. .	.	.	.	.	.	.	.	.	.	50
250	210 Church Society.	.	.	946	.	30	.	15	50 Church Union Society.	95	400
.	. .	.	.	.	.	.	.	.	.	.	46
200	. .	.	.	764	.	Cannot be stated.				.	496
82	. .	.	.	180	.	Fees 20*l.* and subscriptions.				.	200*
.	. .	.	.	.	.	.	.	.	.	.	27
.	. .	.	.	.	.	.	.	.	.	.	20
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.	. .	.	.	.	.	.	.	.	.	.	68

* 150*l.* for the school, 50*l.* for the house.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school and residence.	Blaenan Llangernyw.	B.	.	.	.	.	11	.	.
For additional grant	Pensnett.	N.	.	.	.	.	.	.	.
Ditto	Bromley in Pensnett.	N.	.	.	.	.	.	.	.
Ditto	St. Mabyn . . .	N.	.	.	.	.	.	.	.
The erection of a school-house .	Longhirst	N.	.	.	Not named.			.	.
The erection of a school and residence.	Tadley	N.	2	.	.	.	.	.	.
The erection of a school-house . .	Catwick	N.	Rector and Churchwardens.						
The erection of a school and residence.	Wilstone	N.	3	3	.	.	.	.	.
The erection of a school-house . .	Audley (Butt Lane.)	N.	2	.	.	.	.	.	.
For additional grant	Yeaveley	N.	.	.	.	.	.	.	.
Ditto	Heath and Reach.	N.	.	.	.	.	.	.	.
Ditto	Bottwnog	N.	.	.	.	.	.	.	.
Ditto	Thorpe	N.	.	.	.	.	.	.	.
Ditto	Pelsall	N.	.	.	.	.	.	.	.
Ditto	Huddersfield, St. Paul's.	N	.	.	.	.	.	.	.
Ditto	West Cowes . . .	N.	.	.	.	.	.	.	.
Ditto	Aldmonbury, Meltham.	Endowed school.	.	.	.	.	.	.	.
The erection of a school and residence.	Waterloo, Feniscowles.	N.	2	1	.	.	.	.	.
For additional grant	Brackenfield . . .	N.	.	.	.	.	.	.	.
Ditto	Bremhill	N.	.	.	.	.		.	.
Ditto	Derby, St. Peter's.	N.	.	.	.	.	.	.	.
Ditto	Leeds, York-road.	N.	.	.	.	.	.	.	.
Ditto	Witheridge . . .	Endowed school.	.	.	.	.	.	.	.

Extent of		Population of District from which children will assemble.	Endowments in Districts.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet.
Site.	Play-ground.		[1] Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
84 by 25 yds.	693 sq. yards.	950	. .	.	One in the outskirts of the district.	40	204
.	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	478	. .	.	. .	.	74
1 rood 28 perches.	½ acre.	820	. .	.	A dame school. A daily school and a Sunday school.	. .	105
. .	None required.	230	Interest of 20*l*.	.	A Church Sunday school.	.	60
1 rood 7 poles.	1,500 square feet.	738	. .	.	A Sunday school.	.	100
490 square yards.	300 square yards.	1,200	. .	.	. .	.	211
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1,010 square yards.	650 square yards.	1,895	. .	.	One Dissenting school belonging to a mill-owner.	.	200
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(*Continued on pages* 674, 675.)

At.	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
Blaenan Llangernyw	.	209	.	.	46	.	69	7	.	331
Pennett	.	.	.	.	.	.	.	.	.	.
Bromley in Pennett.	.	.	.	.	.	.	.	.	.	.
St. Mabyn . . .	.	.	.	.	.	.	.	.	.	.
Longhirst	60 given.	160	12	.	.	.	.	28 and other expenses	.	260
Tadley	.	121	.	.	6	.	81	.	.	208
Catwick	.	105	.	.	5	.	.	10	.	120
Wilstone	.	190	.	.	40	.	100	10	45	385
Audley (Butt Lane.)	.	350	.	.	25	.	.	5	.	880
Yeaveley	.	.	.	.	.	.	.	.	.	.
Heath and Reach	.	.	.	.	.	.	.	.	.	
Bottwnog	.	.	.	.	.	.		.	.	.
Thorpe	.	.	.	.	.	.	.	.	.	.
Pelsall	.	.	.	.	.	.	.	.	.	
Huddersfield, St. Paul's.	.	.	.	.	.	.	.	.	.	.
West Cowes . . .	.	.	.	.	.	.	.	.	.	.
Aldmonbury, Meltham.	.	.	.	.	.	.	.	.	.	.
Waterloo, Feniscowles.	156	569	.	.	114	.	150	7	.	997
Brackenfield . .	.	.	.	.	.	.	.	.	.	.
Bremhill	.	.	.	.	.	.	.	.	.	.
Derby, St. Peter's	.	.	.	.	.	.	.	.	.	.
Leeds, York-road	.	.	.	.	.	.	.	.	.	.
Witheridge . . .	.	.	.	.	.	.	.	.	.	.

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
124	. .	.	.	About 200	25	.	.	2*d.* a-week.	.	.	200
.	. .	.	.	.	.	.	.	.	.	.	31
.	. .	.	.	.	.	.	.	.	.	.	11
.	. .	.	.	.	.	.	.	.	.	.	38
91	. .	.	.	110	The Rector will make good any deficiency.						36
166	30 N. S.	.	.	About 37.	.	15	.	16	.	31	37
50	. .	.	.	70	Fees 7*l.* and sufficient subscriptions to support a mistress.						45
246	. .	.	.	139	15	5	.	26	.	46	100
176	. .	.	.	237	.	Not particularized.			.	.	159
.	. .	.	.	.	.	.	.	.	.	.	10
.	. .	.	.	.	.	.	.	.	.	.	20
.	. .	.	.		.	.	.	.	.	.	16
.	. .	.	.	.	.	.	.	.	.	.	22
.	. .	.	.	.	.	.	.	.	.	.	43
.	. .	.	.	.	.	.	.	.	.	.	150
.	. .	.	.	.	.	.	.	.	.	.	45
.	. .	.	.	.	.	.	.	.	.	.	20
352	. .	.	.	645	.	Cannot be stated.			.	.	200
.	. .	.	.	.	.	.	.	.	.	.	5
.	. .	.	.	.	.	.	.	.	.	.	75
.	. .	.	.	.	.	.	.	.	.	.	44
.	. .	.	.	.	.	.	.	.	.	.	122
.	. .	.	.	.	.	.	.	.	.	.	82

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
For additional grant	Leeming.	N.	.	.	.	.	.	.	.
Ditto.	Iver.	N.	.	.	.	.	.	.	.
Repairing school-house, and providing fittings.	Beeford	N.	.	.	.	.	.	.	.
The erection of a school and residence.	Battle and Langton.	N.	The Dean, Churchwardens, and Overseers.						
The erection of a school-house .	Pollokshaws . . .	S.	Thirteen gentry and clergy.						
	Chesham *								
The erection of a school-house .	Bunessan	S.	Minister and Kirk Session of Kilfinnhen.						
The erection of a school and residence.	Cheadle, St.Chad's	N.	The Bishop of Lichfield.						
The erection of schools and residence.	Denton and Haughton.	N.	.	The National Society.					.
The erection of a master's house	Yelden	N.	Incumbent and Churchwardens.						
The erection of a school-house . .	Llandrillo	B.	Nine Farmers and Tradesmen.						
The erection of a school and residence.	Shadwell, Leeds .	N.	Minister and Churchwardens.						
Ditto.	Stapleford. . . .	N.	Vicar, Churchwarden, and a Committee of Management.						
Ditto.	Ashcott Glastonbury.	N.	2 and 2 Churchwardens.						
The erection of a school-house. .	Bedminster . . .	B.	.	.	.	.	.	11	.
The erection of a school and residence.	Alloway	S.	2	2	.	.	.	.	.
The erection of a school-house . .	East Farleigh . .	N.	Vicar and Churchwardens.						
The erection of a school and residence.	Buckland	N.	2	and 2 Churchwardens.					

* Grant reduced to 200*l*. in consequence of the master's house being omitted for want of funds.

Extent of		Population of District from which children will assemble.	Endowments in Districts.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in Schools, at six square feet.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	60
¼ acre.	. .	3,036	The Langton endowment of 1,385*l.* 1*s.* 4*d.* Bank 3 per Cent. Consolidated Annuities.	.	4 Dissenting schools.	.	204
31 poles.	25 poles.	6,000	. .	.	Parish school . . 100 Auldfield . . . . 120 Catholic . . . . . 100 Mr. Golden's. . . 80		204
0 by 20 feet.	None required.	700	The Parish school.	100	. .	.	70
. .	1,800 yards.	623	. .	.	Temporary accommodation in 2 cottages.	.	160
by 35 yards.	50 by 20 yards.	4,000	. .	.	. .	.	400
. .	. .	320	. .	.	. .	.	.
. .	167 sq. yards.	1,800	. .	.	. .	.	235
50 sq. yards.	300 sq. yards.	360	5*l.* for the Sunday school, paid by Lady Hastings' trustees.	.	. .	.	56
19 poles.	A piece of common.	500	. .	.	1 private school and 2 others.	.	102
32 perches.	10 perches.	900	. .	.	Sunday schools only.	.	107
. .	A piece of ground is to be purchased.	18,000	. .	.	National schools . Three Sunday do.	300	384
0 feet square.	Residue of site.	2,000	. .	.	One Adventure school.	.	140
bout ¾ of an acre.	Residue of site.	1,000	. .	.	. .	.	161
¼ a rood.	38 by 18 feet.	700	. .	.	. .	.	81

(*Continued on pages* 678, 679).

At.	Total Estimated Expense of School-building.									
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
Leeming	.	.	.	.	.	.	.	.	.	.
Iver	.	.	.	.	.	.	.	.	.	
Beeford	Estimated cost, 83*l*.			.	.	.	.	.	.	.
Battle and Langton.	.	815 and house.	.	.	5	.	.	.	.	85
Pollokshaws . . .	100	383	23	.	90	10 drains	15 office.	10	.	63
Chesham										
Bunessan	.	71	.	.	.	.	.	3	.	7
Cheadle, St. Chad's	Given.	620 and house.	18	.	10	.	23 architect.	12	.	78
Denton and Haughton.	.	900	.	.	50	.	300	.	.	1,2
Yelden	Estimated cost, 295*l*.			.	.	.	.	.	.	2
Llandrillo	10	177	.	.	4	.	.	3	.	1
Shadwell, Leeds .	.	85	.	.	40	.	90	10	.	2
Stapleford	31 given.	200	.	.	20	.	160	12	3	4
Ashcott Glastonbury.	Estimated cost, 349*l*.			.	.	.	.	.	.	.
Bedminster . . .	.	600	.	.	.	.	.	30	.	6
Alloway.	.	350	23	.	52	.	234	.	.	6
East Farleigh . .	Estimated cost, 540*l*.			.	.	.	.	.	.	.
Buckland	10	303 and house.	25	.	15	2	.	10	.	3

rivate parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
	. .	.	.	.	.	.	.	.	.	.	27
	. .	.	.	.	.	.	.	.	.	.	30
	. .	.	.	.	The Venerable Archdeacon Creyke will support the school.						42*l.* 10*s.*
300	125 N. S.	.	.	425	Endowment 40*l.* 6*s.* 10*d.* Fees 1*d.* a week, except from those on the Langton Foundation, viz.: 15 boys and 15 girls.						240
35	. .	.	.	450	10	15	.	40	.	65	153
	. .	.	.	.	The school will be generally a free one.						55
32	100 N. S.	.	.	About 400.	Fees 10*l.*, but the school is chiefly supported by the Rev. Geo. Mathew.						160
00	350 N. S.	.	.	500	.	Cannot be stated at present.				.	400
30	45 N. S.	.	.	90	10*s.*	.	.	6	.	.	36
					The Incumbent provides the remainder						
35	. .	.	.	129	20	15	.	15	.		130
20	25 N. S.	.	.	About 100	15	10	5	20	.	56	56
31	50 N. S. (included.)	.	.	222	.	.	Not stated.		.	.	102
50 ue re- es.	. .		.	99	20	.	.	10	.	30	89
20	. .	.	.	Not stated.	50	30	.	75	.	155	288
42	. .	.	.	319	10	5	.	50	.	65	140
50	50 N. S.	.	.	Not stated.	15	15	.	18	.	48	120
	30 N. S., and a bequest of 300*l.* is to be appropriated.			About 80	10	2	3	12	and any deficiency will be made good.		80

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	
The erection of a school and residence.	Bonby	N.	Minister and Churchwardens and one or more farmers.						
Ditto	Gartmore	S.	1	1	-	-	-	-	
The erection of a school-house. .	Gloucester, St. John's.	N.	Minister and Churchwardens						
The erection of schools and residence.	Newent	N.	Incumbent and Churchwardens						
Ditto	Pitkennedy . . .	S.	3	4	.	.	.	.	
The erection of a school-house . .	Shurgoland . . .	N.	3	.	.	.	.		
The erection of schools and residence.	Wednesbury, St. John's.	N.	3	.	.	.	.	.	
The erection of a school and residence.	Leiston	N.	2	.	.	.	.	.	
Ditto	Isleham	N.	Vicar and Churchwardens.						
For additional grant	Whitfield . . .	N.	.	.	.	.	.	.	
Ditto	Dawley	N.	.	.	.	.	.	.	
The erection of a school and residence.	Headington . . .	N.	1	4	.	1	1	.	
			and 2 Churchwardens.						
The erection of a master's house	Halewood	N.	3 (Same as school.)						
The erection of a school-house . .	Llangranog . . .	Church school.	Vicar and Churchwardens.						

Extent of		Population of District from which children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Playground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	400	. .	.	A dame school only.	.	57
. .	60 by 70 feet.	800	. .	.	A dame school, and 3 private schools.	.	86
20 by 60 feet.	. .	3,100	. .	.	A Lancasterian school.	40	148
1,680 sq. yards.	Residue of site.	3,200	A bequest of 2*l.* 10*s.* per annum.	.	The present school, and a Dissenters' school.	100	354
¼ of an acre.	Not required.	500	The parish school 2 miles distant.	.	One Adventure school.	.	90
2,000 sq. yards.	1,800 sq. yards	1,500	. .	.	One Wesleyan . .	70	201
134 by 63 feet.	Residue of site.	2,600	. .	.	British school . . One Sunday school.	150 boys	321
¼ of an acre.	Boys', 64½ by 27½ feet. Girls', 519 by 27½ feet.	1,300	. .	.	. .	.	302
¼ of an acre.	Residue of site.	2,400	. .	.	A small Sunday school, and children assemble on Sundays in 2 or 3 Dissenting chapels.	.	230
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
¼ of an acre.	Residue of site.	1,600	Interest of 400*l.* 3½ per cent. for 6 boys and 6 girls.	.	3 dame schools. Waring's school .	. 24	240
245 sq. yards.	. .	120	. .	.	2 small dame schools.	.	166
46 by 26 feet.	. .	1,000	25*l.* a-year (Bevan's Charity) has been granted for 3 years.	.	. .	.	96

(*Continued on pages* 682, 683.)

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense.
	£	£	£	£	£	£	£	£	£	£
Bonby	.	90	20	20 yard, &c.	10	.	60	.	.	200
Gartmore	34	200 and house.	.	26 out-buildings.	.	10	.	.	.	270
Gloucester, St. John's.	Estimated cost, 365*l.*			.	.	.	.	.	.	.
Newent	Estimated cost, 896*l.*			.	.	.	.	.	.	.
Pitkennedy	15 given.	167	.	.	53	.	161	20 given	20 archi-tect.	436
Shurgoland	Given.	415	.	.	52	.	.	.	15	About 500
Wednesbury, St. John's.	120	450	65	.	60	.	180	25	.	900
Leiston	.	400 and house.	.	.	80	.	.	.	.	480
Isleham	.	353	.	.	22	.	143	.	.	523
Whitfield	.	.	.	.	.	.	.	.	.	.
Dawley	.	.	.	.	.	.	.	.	.	.
Headington	Estimated cost, 390*l.*			.	.	.	.	.	.	.
Halewood	Estimated cost, 246*l.*			.	.	.	.	.	.	.
Llangranog	.	110	.	.	.	.	.	8	.	118

Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
	£	£	£	£	£	£	£	£	£	£	£
70	. .	.	.	130	12	.	.	22	.	34	57
95	Free church fund, 75*l.*	.	.	100	20	.	.	30	10	60	86
90	30 N. S.	20 Warneford fund.	.	115	10	14	.	26	10	60	115
50	100 N. S.	40 Warneford fund.	.	400	42	27	.	27	.	96	354
55	. .	.	.	139 if house is omitted.	The school's fees, it is hoped, will be sufficient.						*
26	100 N. S.	.	.	374	10	2	.	50	.	62	150
20	225 N. S.	.	.	555	10	20	.	40	.	70	321
53	60 N. S.	.	.	About 250	60	5	.	20	.	85	202
70	80 N. S.	.	.	About 350	Weekly payments expected to support the school.						230
	. .	.	.	.	.	.	.	.	.	.	20
	. .	.	.	.	.	.	.	.	.	.	5
50	. .	.	.	170	.	20	13	30	.	63	170
34	25 N. S. (included.)	.	.	About 120.	50	.	.	8*s.* a week.	.	.	60
71	. .	.	.	about 40*l.*	2*l.* for annual sermon, and the endowment of 25*l.* for 3 years.						52*l.* 10*s.*

* 68 without, or 90 with master's house.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy and Ministers	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
Enlarging the existing school-house.	Llanferres	Endowed school.	3	.	.	.	.	.	.
The erection of a school and residence.	South Luffenha	N.	Clergymen: no number stated.						
Fencing and enclosing school-house.	Moxley	N.	.	.	.	.	.	.	.
The erection of a school and residence.	Old Radnor . . .	Endowed school.	2	1	.	.	.	.	.
The erection of a school-house. .	Bridgenorth, St. Mary.	Church school.	3	1	.	.	.	.	.

Extent of		Population of District from which children will assemble.	Endowments in Districts.		Existing Schools in District not Endowed		Number of Children to be provided for in School, at six square feet each.
Site.	Playground.		Name and Character.	Number of Children Taught.	Name and Character	Number of Children Taught.	
64 by 12 yards.	. .	1,000	24*l.* 10*s.* per annum.	.	. .	.	127
198 sq. yards.	. .	350	. .	.	. .	.	76
. .	. .	.	. .	.	. .	.	.
. .	70 by 60 feet for each school.	1,897	One of about 40*l.* a-year.	.	A Sunday school and an Infant school.	.	114
31½ poles.	Residue of site.	2,500	. .	.	2 schools held in hired rooms.	.	150

At	Total Estimated Expense of School-building.									
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Law Expenses.	Other Expenses.	Total Estimated Expense
	£	£	£	£	£	£	£	£	£	£
Llanferres. . . .	Estimated cost, 80*l.*			.	.	.	.	.	.	.
South Luffenham.	56	213 and house.	20	.	.	.	.	7	.	2
Moxley	Estimated cost, 40*l.*			.	.	.	.	.	.	.
Old Radnor . . .	Estimated cost, 500*l.*			.	.	.	.	.	.	.
Bridgenorth, St. Mary.	.	500	25	40	118	40 privies &c.	.	5	5	7

Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School-buildings.	Estimated Income of School.						Decision of Committee of Council.
					Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£ 20	£ . .	£ .	£ .	£ 60	£ 8	£ .	£ 24*l.* 10*s.*	£ 15	£ House and garden, value 6*l.*	£ 53	£ 55
130	25 N. S.	30 Rutland District Board.	.	111	.	.	Not particularized.			.	76
.	. .	.	.		.	.	.	.	.	.	30
125	100 N. S.	.	.	275	.	.	40	20	.	60	114
530	. .	.	.	183	The weekly payments of the children, at 2*d.* each.						150*

* If with residence and constitution, to be sent for approval. This is the last grant for the year 1846.

List of Schools to which Grants have been made for the purchase of Apparatus Majesty's Inspectors of Schools.

Date of Grant.	Name of School.	Recommended by
1846		
4 March	Wakefield, St. Andrews	Rev. F. Watkins
7 April	Ancoats, St. Andrews	Ditto
,,	East Brent	Rev. H. W. Bellairs
25 July	Llanelly	Ditto
,,	Berrington	Ditto
,,	Uttoxeter	Rev. H. Moseley
,,	Leighton Buzzard	Joseph Fletcher, Esq
,,	Tewkesbury	Rev. H. W. Bellairs
,,	Woore	Ditto
,,	Islington, St. Stephen	Rev. F. C. Cook
,,	Great Shelford	Ditto
,,	Eccleston, St. Thomas	Rev. F. Watkins
,,	Heage	Rev. H. Moseley
,,	Shirley	Ditto
,,	Burton-on-Trent	Joseph Fletcher, Esq
13 Nov.	Leeds, St Andrews	Rev. F. Watkins
,,	Bedminster, Deanery	Ditto
,,	Tansley Wood	Rev. H. Moseley
,,	Salehouse	Rev. F. C. Cook
,,	Creaton	Rev. H. Moseley
,,	Chapel-en-le-Frith	Ditto
,,	Kirk Langley	Ditto
,,	Upottery	Rev. H. W. Bellairs
,,	Rotherhithe, Trinity	Ditto
,,	Bishopstoke	Rev. John Allen
,,	Hockwold-cum-Wilton	Rev. F. C. Cook
,,	Brimington	Rev. H. Moseley
,,	Kingsbridge and Dodbrooke	J. Fletcher, Esq.
,,	Bramcote	Rev. H. Moseley
,,	Cheltenham, St. John's	Rev. H. W. Bellairs
,,	Brackenfield	Rev. H. Moseley
,,	Stepney, St. Peter's	Rev. F. C. Cook
,,	Wangford	Ditto
,,	Coventry, St. Peter's	Rev. H. Moseley

or for a group of Parallel Desks, upon the recommendation of Her in the year 1846.

Estimated Cost.			Amount Subscribed.			Amount of Grant.			Object.
£.	s.	d.	£.	s.	d.	£.	s.	d.	
27	9	6	10	0	0	18	6	4	Apparatus.
30	0	0	10	0	0	20	0	0	Ditto.
12	5	0	4	1	6	8	3	6	Ditto, and Desks.
9		0	..			6	0	0	Desks.
2	4	6	1	0	0	1	4	6	Apparatus.
18	0	0	6	0	0	12	0	0	Ditto.
14	19	6	..			10	0	0	Ditto.
4	5	0	1	14	0	2	11	0	Ditto.
8	0	0	1	10	0	5	0	0	Desks.
6	10	0	2	3	0	4	7	0	Apparatus.
6	3	0	2	1	0	4	2	0	Ditto.
30	0	0	10	0	0	20	0	0	Ditto.
2	14	6	0	18	2	1	16	4	Ditto.
13	2	0	4	7	4	8	14	8	Ditto.
15	14	6	5	5	0	10	9	6	Ditto.
22	10	0	7	0	0	15	0	0	Ditto.
3	15	0	..			3	15	0	Hullah's Sheets.
1	13	6	0	11	2	1	2	4	Apparatus.
4	15	0	1	15	0	3	0	0	Ditto.
8	14	0	2	15	0	5	19	0	Ditto.
15	5	2	6	10	0	8	15	0	Desks, Gallery, Ventilation, &c.
8	5	6	2	15	2	5	9	10	Apparatus.
3	1	6	1	5	6	1	16	0	Ditto.
41	15	0	..			28	0	0	Desks.
6	7	0	..			6	7	0	Ditto.
6	14	0	2	0	0	4	14	0	Ditto.
4	10	0	1	10	0	3	0	0	Apparatus.
14	6	0	4	15	4	9	10	8	Ditto.
0	16	0	0	5	4	0	10	8	Ditto.
20	0	0	8	0	0	12	0	0	Desks.
6	6	0	2	2	0	4	4	0	Apparatus.
12	0	0	4	0	0	8	0	0	Ditto.
8	2	0	2	12	0	5	10	0	Ditto.
18	2	6	6	0	0	12	2	6	Ditto.

LONDON:
Printed by W. Clowes and Sons, Stamford Street,
For Her Majesty's Stationery Office.

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3 9015 02676 5068